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ABSTRACT

This manual is designed to assist educators in using the Massachusetts Comprehensive Assessment System (MCAS) Alternate Assessment, an assessment intended to allow students with the most significant disabilities to participate in MCAS. The manual provides guidelines, materials, and procedures necessary for the preparation of student portfolios for submission to the Commonwealth of Massachusetts Department of Education in order to assess the educational progress of these students. As is true of standard MCAS tests, the purpose of the MCAS Alternate Assessment is to measure the achievement of these students on the Massachusetts Curriculum Framework learning standards in English Language Arts, Mathematics, Science and Technology/Engineering, and History and Social Science. Part 1 of the manual provides an overview of MCAS and presents MCAS participation guidelines. Part 2 discusses the portfolio content requirements for students in grades 3 through 10. Parts 3 and 4 provide information on scoring MCAS Alternate Assessments and timeline and procedures for conducting the alternate assessment. Part 5 includes required forms for the MCAS Alternate Assessment. Part 6 includes technical assistance papers. Appendices include a glossary, answers to frequently asked questions about the MCAS Alternate Assessment, and sample portfolio entries. (CR)

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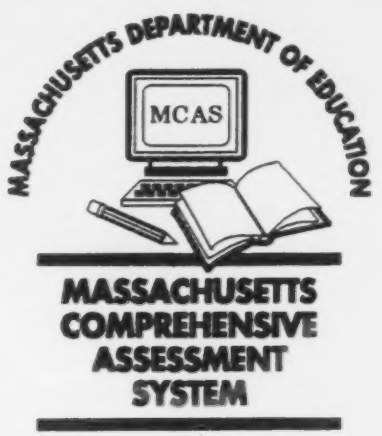

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Alternate Assessment for Students with Disabilities

Educator's Manual for the MCAS Alternate Assessment

Massachusetts Department of Education

Fall 2000

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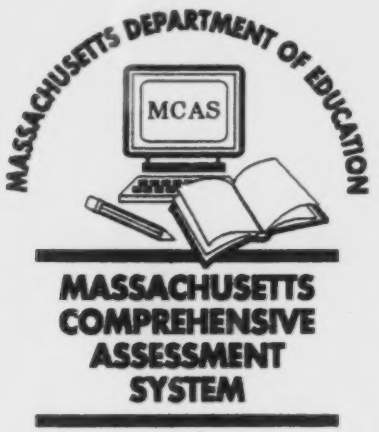

Alternate Assessment for Students with Disabilities

Educator's Manual for the MCAS Alternate Assessment

Massachusetts Department of Education

Fall 2000

This document was prepared by the Massachusetts Department of Education.
David P. Driscoll, Commissioner of Education

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The purpose of this document is to provide guidelines and materials on the state's Massachusetts Comprehensive Assessment System (MCAS) Alternate Assessment to educators of students with significant disabilities who are unable to take standard MCAS paper-and-pencil tests.

The Department gratefully acknowledges the contributions of staff at Measured Progress, Inc. (formerly Advanced Systems, Inc.), and at Inclusive Large Scale Standards and Assessment Group at the University of Kentucky, for their assistance in creating this document.

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David P. Driscoll
Commissioner of Education

October 10, 2000

Dear Massachusetts Educators,

I am pleased to present you with the *Educator's Manual for the MCAS Alternate Assessment.* The MCAS Alternate Assessment is intended to allow students with the most significant disabilities to participate in MCAS. This manual provides guidelines, materials, and procedures necessary for the preparation of student portfolios for submission to the Department in order to assess the educational progress of these students. As is true of standard MCAS tests, the purpose of the MCAS Alternate Assessment is to measure the achievement of these students on the Massachusetts *Curriculum Framework* learning standards in English Language Arts, Mathematics, Science and Technology/Engineering, and History and Social Science.

As you know, alternate assessment is intended for the very small number of students who are unable to participate in standard MCAS tests due to the nature and severity of their disabilities. Although these students have participated in locally-developed alternate assessments for the past three years, they must now participate through the state's new MCAS Alternate Assessment.

The MCAS Alternate Assessment has been under development for the past two years, with assistance from many local and national assessment experts. I wish to take this opportunity to acknowledge their important contributions, including those of members of the Department's *Statewide Alternate Assessment Advisory Committee* and the many Massachusetts educators who provided valuable assistance.

Thank you for helping the Department conduct this important new component of the Massachusetts Comprehensive Assessment System.

David P. Driscoll
Commissioner of Education

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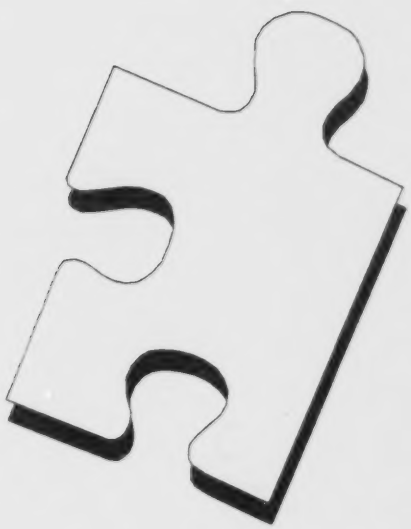
PART I

Overview



Massachusetts Comprehensive Assessment System (MCAS)

A. Background

The Massachusetts Comprehensive Assessment System (MCAS) is the state's student testing program that is being implemented in response to the *Education Reform Law of 1993*. The statewide assessment program, along with other components of Education Reform, is designed to strengthen public education in Massachusetts and ensure that all students receive a challenging curriculum based on the Massachusetts *Curriculum Frameworks*. The curriculum for students with disabilities, as for all students, should be aligned with these standards. MCAS is also designed to improve teaching and learning, promote school and district accountability, and, beginning with the class of 2003, certify graduation from high school.

Beginning in 2001, grade 10 students will be required to pass the grade 10 MCAS English Language Arts and Mathematics tests (a score of 220 or higher) as one step toward fulfillment of the state's high school graduation requirement. Students who fail one or both tests will be given multiple opportunities between grade 10 and the end of their senior year to retake the test(s) they failed.

B. Schedule of Testing

In spring 2001, students will take MCAS tests at the following grades:

Grade 3	English Language Arts – Reading
Grade 4	English Language Arts Mathematics
Grade 5	History and Social Science Science & Technology
Grade 6	Mathematics
Grade 7	English Language Arts
Grade 8	English Language Arts Mathematics History and Social Sciences Science & Technology
Grade 9	Science & Engineering/Technology (Question Tryout only; no operational tests)
Grade 10	English Language Arts Mathematics History and Social Sciences Science & Engineering/Technology (Question Tryout only; no operational tests)

Participation of Students with Disabilities in MCAS

A. Definition of a Student with a Disability

A student with a disability is a student who has an Individualized Education Program (IEP) provided under the federal Individuals with Disabilities Education Act or a plan provided under Section 504 of the federal *Rehabilitation Act of 1973*.

B. Legal Requirements

Both the Massachusetts *Education Reform Law of 1993* and the *Individuals with Disabilities Education Act—Amendments of 1997 (IDEA-97)* require the full participation of students with disabilities in state- and district-wide testing programs. Lawmakers recognize that students with disabilities are more likely to be provided with learning opportunities equal to their nondisabled peers if their academic achievement is evaluated based on the same learning standards as those of nondisabled students. When test results are used for accountability purposes, schools may be motivated to direct instructional attention and resources toward students who will be tested and for whom results will be reported.

The Massachusetts *Education Reform Law* requires all students in publicly supported programs, including students with disabilities, to participate in MCAS, including:

- students attending public schools;
- students in charter schools;
- students in educational collaboratives;
- students in private schools receiving publicly funded special education; and
- students in institutional settings receiving special educational services.

The federal special education law, *IDEA-97*, requires that

- "children with disabilities be included in state and district-wide assessment programs, with appropriate accommodations where necessary"
- "states develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in state and district-wide assessments"
- "states develop and, beginning not later than July 1, 2000, conduct those alternate assessments"

IDEA-97 also requires that students with disabilities be given the opportunity to participate in and make progress in the general education curriculum, with emphasis on being provided the supports and services necessary to ensure their success in this regard. This means that all students, even those with significant disabilities, must receive instruction that addresses, at minimum, the skills, concepts, and information supported by the learning standards in the Massachusetts *Curriculum Frameworks* that are taught to all students.

C. Determining How Students with Disabilities Will Participate in MCAS

During the year prior to statewide testing based on the student's grade level (or chronological age-equivalent if in an ungraded program), the student's IEP or 504 Team should meet to determine how the student will participate in MCAS and which allowable MCAS test accommodation(s), if any, should be provided, or whether the student requires an alternate assessment. These decisions must be made separately in each subject in which the student is scheduled for testing. For example, a student may take the standard MCAS test either with or without accommodations in certain subjects and require alternate assessments in other subjects. In any event, students must participate in MCAS in the subjects scheduled for testing. Teams should consider test accommodations that are already part of the student's IEP, and therefore based on instructional accommodations regularly provided to the student, that are necessary for the student to demonstrate his or her knowledge.

IEP Teams must document in the *Addendum to the IEP* all accommodations that will be used by the student on MCAS tests. While not mandated to do so, 504 Teams also may wish to use the *Addendum* to guide and record their decisions on student participation in MCAS. In determining how a student with disabilities will participate in MCAS, the IEP or 504 Team must first address the following questions for each subject scheduled for testing:

1. Can the student take standard MCAS tests under routine conditions in this subject (the standard conditions and test administration procedures provided for most students completing the tests)?

2. If the student is not able to take the standard MCAS tests under routine conditions, will he or she be able to take these tests if appropriate test accommodations are provided? If this is the case, which accommodations should be offered?

3. If a student cannot take the tests, even with accommodations, he or she must be designated for participation in the MCAS Alternate Assessment in order to allow the student to demonstrate his or her knowledge based on learning standards contained in the Curriculum Frameworks in this subject.

Consideration of whether a student should be designated for routine testing, testing with accommodations, or an alternate assessment should likewise be based on the instructional and assessment profile of each student, outlined in the following *MCAS Participation Guidelines.*

D. MCAS Participation Guidelines

Participation guidelines are intended to inform the decisions of IEP and 504 Teams regarding MCAS participation based on the needs of each student resulting from his or her disability. IEP and 504 Teams have the authority to determine the manner in which a student with a disability will participate in MCAS; to propose which accommodations, if any, are needed by the student; and to determine whether or not a student requires an alternate assessment. Separate decisions must be made for the student in each subject, but all students are required to participate in MCAS using one of the following options. For example, a student might be able to take an MCAS test with accommodations in one subject, but would require an alternate assessment in another.

Characteristics of Student's Instructional Program and Assessment	Recommended Participation in MCAS
OPTION 1	
Instructional Program: The student is engaged in an instructional program guided by the *Curriculum Framework* learning standards in this subject and is working on learning standards at or near grade level; and ***Assessment:*** The student is generally able to take a paper-and-pencil test under routine conditions, or with one or more allowable test accommodations.	The student should take the standard MCAS test in this subject, either routinely or with necessary accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program.
OPTION 2	
Instructional Program: The student is engaged in an instructional program guided by the *Curriculum Framework* learning standards in this subject, but is working on learning standards that have been modified to reflect below-grade-level expectations for performance due to the nature of the student's disability or disabilities; and ***Assessment:*** The student is generally able to take a paper-and-pencil test under routine conditions or with one or more allowable test accommodations.	The student should take the standard MCAS test, either routinely or with necessary accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program.

OPTION 3

Instructional Program: The student is engaged in an instructional program guided by the *Curriculum Framework* learning standards in this subject and is working on learning standards either at, near, or below grade level; and ***Assessment:*** The student is generally able to take a paper-and-pencil test under routine conditions or with one or more allowable test accommodation(s), except when: • the nature and complexity of the student's disability present him or her with unique and significant challenges to demonstrating his or her knowledge and skills on a test of this duration; or • the format of a substantial portion of the test does not allow the student to demonstrate his or her knowledge and skills. (See *Unique Circumstances* on the following page for specific examples.)	The student should take the standard MCAS test in this subject, with accommodations if necessary. However, the Team may recommend an alternate assessment for those students with very significant disabilities for whom test accommodations proposed by the IEP or 504 Team are not allowable or available. (See *Unique Circumstances* on the following page for specific examples.)

OPTION 4

Instructional Program: The student is engaged in an instructional program guided by the *Curriculum Framework* learning standards in this subject that have been extensively modified due to the nature of the student's disability or disabilities; and The student requires very intensive, individualized instruction in order to acquire knowledge, make generalizations, and/or demonstrate skills in this subject; and ***Assessment:*** The student is generally unable to demonstrate knowledge on a paper-and-pencil test, even with accommodations.	The student should participate in the MCAS Alternate Assessment in this subject. Participation in alternate assessments is intended for a very small number of students with significant disabilities. The 2000-2001 MCAS Alternate Assessments will be scored and results included in school and district reports.

E. Unique Circumstances That May Require an Alternate Assessment (*Examples from OPTION 3)*

Option 3 in the participation guidelines listed on the previous page is intended to address situations in which neither routine MCAS testing, testing with accommodations, nor alternate assessment seem the most clear-cut option for the student to participate in MCAS. There may be unusual circumstances in which a student does not clearly "fit" into any option for the purpose of MCAS. Examples of several "unique circumstances" are provided below in order to expand the understanding of IEP and 504 Teams regarding options for MCAS participation and appropriate use of alternate assessments.

In circumstances that present unique and significant barriers to testing a student; or that would prevent him or her from demonstrating knowledge and skills on the test; or that would require the use of accommodations that are not allowed for MCAS tests in certain subjects, IEP and 504 Teams may recommend alternate assessment as the most appropriate assessment option for that student. The following are examples of such circumstances and should not be considered as definitive criteria, since the educational needs of each student must be determined individually:

- a student who, as a consequence of intensive emotional impairments, is unable to maintain sufficient concentration to participate in standard testing, even with allowable test accommodations.

- a student with a specific and intensive learning impairment who requires accommodations that are not allowable in order to demonstrate comprehension of written text on the MCAS ELA Language and Literature test and/or to express written skills on the MCAS ELA Composition test.[1]

- a student who is blind and does not read Braille and who therefore would require a reader for the MCAS ELA Language and Literature test.

- a deaf student who requires American Sign Language (ASL) or other signed interpretation to convey written text on the MCAS ELA Language and Literature test or a scribe to provide evidence of written skills on the MCAS ELA Composition test.

- a student with multiple physical disabilities or severe cerebral palsy for whom the demands of a prolonged test administration would present an insurmountable physical challenge or undue hardship.

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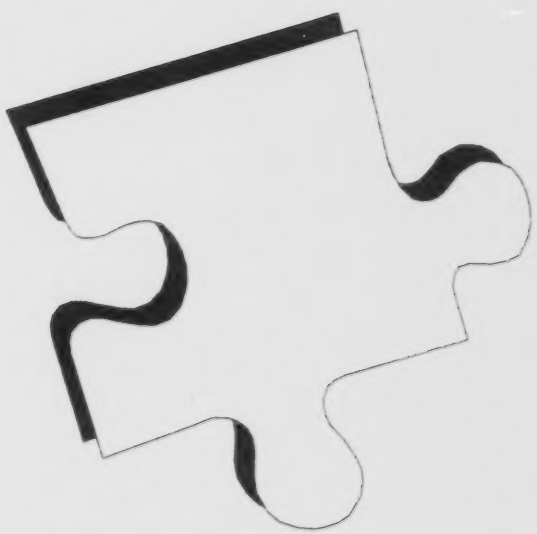
[1] The following accommodations are not permitted for use on MCAS tests:

- dictating the ELA Composition test to a scribe
- reading or sign-language interpreting any portion of the ELA Language and Literature test
- using a calculator during any non-calculator session of the Mathematics tests
- administering MCAS tests for a grade level that is unmatched to the student's chronological age (e.g., grade 4 test administered to a grade 8 student)
- paraphrasing, simplifying, or altering test questions and/or multiple-response options

PART II

Portfolio Contents



Statewide MCAS Alternate Assessment, School Year 2000-2001

A. Background

Since 1998, students with disabilities in Massachusetts who have required alternate assessments have participated in locally developed versions of these. Meanwhile, over the past two years, the MCAS Alternate Assessment has been under development, and beginning in 2000-2001, will replace all locally developed alternate assessments. Students who have been designated by their IEP or 504 Team to take alternate assessments will be required to use the MCAS Alternate Assessment.

The statewide MCAS Alternate Assessment documents student achievement of the Massachusetts *Curriculum Framework* learning standards by employing a range of assessment methods and types of evidence. A statewide alternate assessment will permit the Massachusetts Department of Education to provide reports to parents, schools, and districts on the performance of students with disabilities who take alternate assessments, and will enable educators and parents to compare student results across Massachusetts. Reporting the scores of alternate assessments also assists schools in developing challenging programs of instruction for students with significant disabilities that are based on the state's *Curriculum Frameworks*.

The MCAS Alternate Assessment will be required in four subjects: English Language Arts (with separate alternate assessments in Reading and Composition), Mathematics, Science & Technology, and History and Social Science, depending on the *Schedule for Participation* provided below.

The state Board of Education intends to discuss use of the MCAS Alternate Assessment to earn a competency determination at its meetings in fall 2000. During the 2000-2001 school year, details regarding this policy will be issued by the Department.

B. Schedule for Participation in MCAS Alternate Assessments

Each student previously determined by his or her IEP Team to require an alternate assessment in any subject must be given an MCAS Alternate Assessment at the grade level (or at the equivalent chronological age), and in the subject(s) assessed at that grade level, as specified below:

Grade Level of Student (or chronological age equivalent)	**MCAS Alternate Assessment Subject (s) Required:**
Grade 3	English Language Arts – Reading only
Grade 4	English Language Arts Mathematics
Grade 5	History and Social Sciences Science & Technology
Grade 6	Mathematics
Grade 7	No MCAS Alternate Assessment is required in 2000-2001[2]
Grade 8	English Language Arts Mathematics History and Social Sciences Science & Technology
Grade 9	(No MCAS Alternate Assessment is required)
Grade 10	English Language Arts Mathematics History and Social Sciences (Science & Technology – Question tryouts only. No alternate assessment is required in 2000-2001)

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[2] In 2000-2001, MCAS tests in English Language Arts (ELA) will be given in both grades 7 and 8. In 2001-2002, the MCAS ELA test will be given only in grade 7. Therefore, the MCAS Alternate Assessment in ELA is required at grade 8 only in 2000-2001, and will be required at grade 7 only beginning in 2001-2002.

The Alternate Assessment Student Portfolio

A. Brief Description

The MCAS Alternate Assessment consists of an individual student portfolio containing evidence[3] (tangible documentation) of the student's knowledge of key concepts and skills outlined in the *Curriculum Framework* learning standards. The child's classroom teacher has primary responsibility during the course of the school year for collecting evidence of the student's achievement in the academic subject(s) in which the student is scheduled to participate in MCAS. Guidelines and requirements are described in this *Educator's Manual*. Portfolios must be submitted to the Department in a 3-ring binder, and submitted in the mailing and handling materials provided for this purpose.

B. Required Elements of the Student's Portfolio

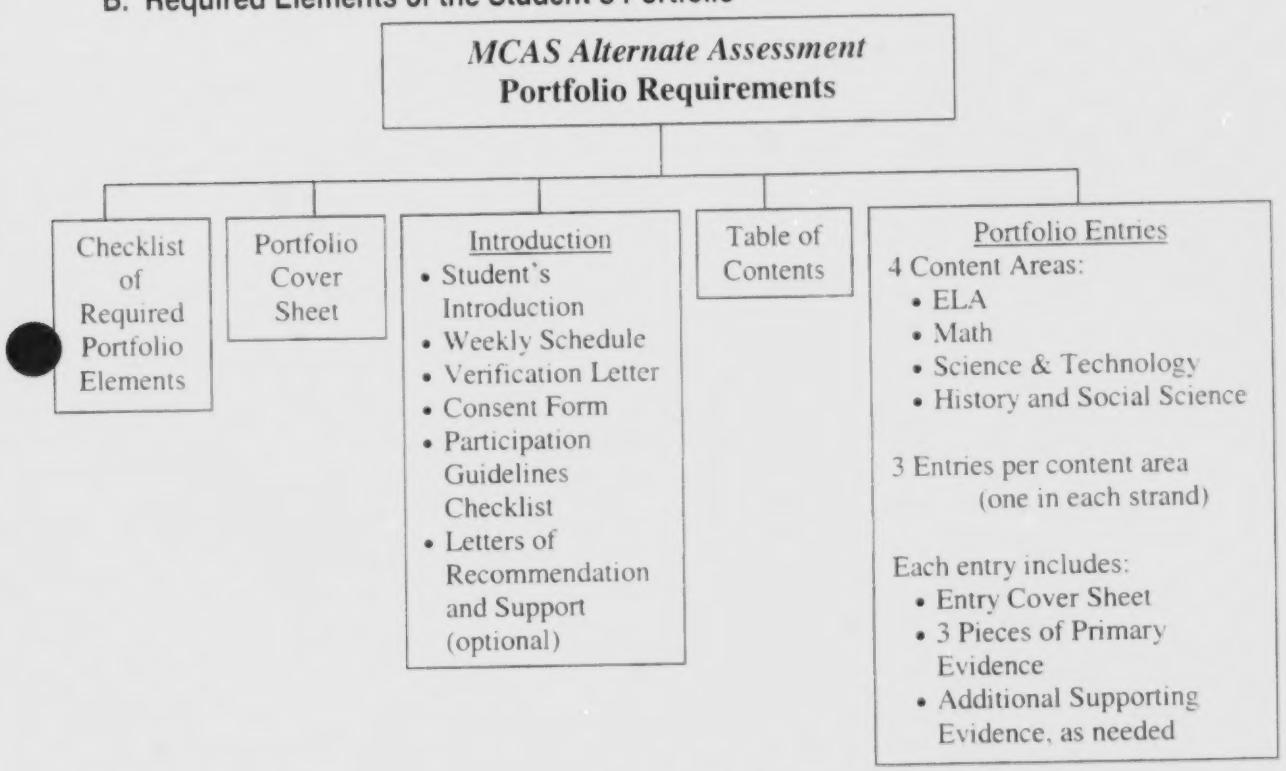

Figure 1

The student's MCAS Alternate Assessment portfolio must include all of the following elements. Necessary forms and additional guidance on each requirement can be found in other sections of this *Educator's Manual*.

- **Portfolio Cover Sheet** containing the following information:
  - Student's Name

[3] This term and others are defined in the *Glossary* found in Appendix A.

- Student's State-Assigned Student Identifier (SASID)
- Grade level (or age-equivalent) of the student
- School or program attended by the student
- School or program address
- Home school district of student, if different from school or program attended by student
- Teacher's name and contact information (telephone and e-mail)
- Subject(s) included in the portfolio

- **Introduction to the Portfolio,** including the following pieces of information:
  - **Student's Introduction**, which may be either written, dictated, or recorded by the student describing "What I want others to know about me as a learner, and about my portfolio."
  - **Verification Letter** signed by the parent(s) or guardian signifying that they have reviewed the work in their child's alternate assessment portfolio or at a minimum have been invited to do so. A record of attempts made by the school to invite parents and/or guardians to review the portfolio may be substituted for this.
  - **Consent Form** signed by the parent or guardian permitting photography and/or video or audio recording of the student for the MCAS Alternate Assessment. A blank consent form for this purpose signed by the parent or guardian may be substituted for this.
  - **Participation Guidelines Checklist** describing the instructional and assessment profile of the student.
  - **Letters of recommendation and support** (optional) from employers, peers, community members, and others who maintain frequent contact with the student and can attest to the student's academic performance and achievement.
  - The student's **weekly schedule**.

- **Table of Contents** listing the student's name, subject, and items being submitted.

- **Entry Cover Sheets** attached to each portfolio entry. An entry consists of a cluster of portfolio products that documents the student's knowledge and skills in a subject area strand.

- **Portfolio Entries** in each strand of the subject being alternately assessed. See *Required Portfolio Entries in Each Subject* later in this section for further guidance on this requirement.

C. Allowable Formats for Submission of Portfolio Entries

Primary (Direct) Evidence

Portfolio entries are comprised of several items that document a student's knowledge of key concepts, skills, and information in the *Curriculum Framework* learning standards in a particular subject. Entries consist of three distinct portfolio products showing direct evidence of student achievement in the subject area strand. Primary evidence may be submitted in any of the following formats, although it is advisable to submit primary evidence in more than one of the formats listed below:

- **Samples of student work**
  Work samples provide verification that the student has addressed the learning standards in the strand at some level of complexity. They provide direct evidence of what the student was able

to accomplish when the activity was conducted on one particular occasion. Each sample should include the student's name and the date on which it was produced. For additional information, see *Guidelines for Generating High-Quality Portfolio Products* (Technical Assistance Paper #2 in Part VI).

- **Instructional data**
  Since work samples by themselves are not always sufficient to show the full range of student performance, especially if the activity is repeated on a number of occasions, data should be collected on how well the student performed the task on several occasions over a period of time. This information can be charted either on a spreadsheet, chart, graph, or other teacher-constructed data form that documents
  - the dates on which the student attempted the task or activity (ideally, on three or more occasions),
  - the frequency with which a student gave the desired response(s), and
  - other information at the discretion of the teacher.

  A brief description of precisely what the data indicates must accompany the chart, graph, or data sheet. For additional information and examples, see *Guidelines for Collecting Instructional Data on Student Performance* (Technical Assistance Paper #4 in Part VI).

- **Videotaped clips**
  Documentation of a student's performance on videotape provides a direct record of participation in specific tasks or relevant instructional activities on one or several occasions. Video clips must be edited to no more than a five-minute segment. For additional information, see *Guidelines for Preparing Videotaped Entries for a Portfolio* (Technical Assistance Paper #3 in Part VI).

Secondary (Supporting) Evidence

Secondary evidence that provides additional information to support primary evidence already in the portfolio may also be submitted. By itself, secondary evidence is not sufficient to demonstrate the nature and extent of the student's knowledge of skills and concepts. For example, photographs allow reviewers to glimpse a student at work in a single educational setting, while several photographs accompanied by a teacher's explanation might indicate that the same activity had been conducted in a variety of settings. However, even a series of photographs cannot provide reliable documentation of the student's actual accomplishments. A teacher's description may clarify the context in which an activity was conducted, but it does not provide sufficient data to indicate how well the student performed relative to expectations. It is also difficult to make determinations regarding how independently, accurately, and consistently the student performed when only secondary evidence is provided.

Secondary evidence does, however, provide important information on 1) the context of an activity, such as decision making, reflection, and self-evaluation by the student; and 2) the different settings and circumstances in which the activity occurred. As a result, submission of secondary evidence, while optional, may result in higher portfolio scores. Supporting (secondary) evidence may be included in the portfolio in any of the following formats:

- **Narrative description**, such as a journal of observations of the student during the task or activity; a teacher's written explanation of the context of a task or activity; or notes from peers who assisted or worked with the student describing the nature of their involvement.
- **Audiotape** or **photograph(s)** of the student engaged in specific tasks or relevant classroom or community activities.
- **Letters of support** from an employer, counselor, after-school program supervisor, community service provider, or others.
- **Reflection sheet** indicating the student's perceptions and feelings about work he or she created; for example, the level of effort required to accomplish it and what the student feels are his or her areas of strength and challenge. Reflection sheets may be attached directly to the student's work sample.
- **Other evidence** at the discretion of the teacher or other adults working with the student that would assist portfolio reviewers in scoring student performance.

Required Portfolio Entries in Each Subject

MCAS Alternate Assessment portfolio entries are required in the following subject area strands:

ENGLISH LANGUAGE ARTS – One entry in each of the following strands, based on the *English Language Arts Curriculum Framework* (1997 version).

Strand and Learning Standards	Entry to be Submitted	Grade Level (or age-equivalent) at which this is REQUIRED
Language Strand ENGLISH LANGUAGE ARTS Learning Standards 1-7	Portfolio products that demonstrate student's proficiency in **Listening, Speaking, and Communicating**	Grades 4, 8, and 10
Literature Strand ENGLISH LANGUAGE ARTS Learning Standards 8-18	Portfolio products that document student's proficiency in **Reading**	Grades 3, 4, 8, and 10
Composition Strand ENGLISH LANGUAGE ARTS Learning Standards 19-25	Portfolio products that document student's proficiency in **Writing**	Grades 4, 8, and 10

MATHEMATICS – Entries in any three strands[4] based on the *Mathematics Curriculum Framework* (1996 version).[5]

Strand and Learning Standards	Entry to be Submitted	Grade Level (or age-equivalent) at which this is REQUIRED
Number Sense MATHEMATICS – Strand 1 Learning Standards 1.1 – 1.15	Portfolio products that demonstrate student's knowledge and skills in **Number Sense**	Grades 4, 6, 8, and 10
Patterns, Relations, and Functions MATHEMATICS – Strand 2 Learning Standards 2.1 – 2.14	Portfolio products that demonstrate student's knowledge and skills in **Patterns, Relations, and Functions**	Grades 4, 6, 8, and 10
Geometry and Measurement MATHEMATICS – Strand 3 Learning Standards 3.1 – 3.10	Portfolio products that demonstrate student's knowledge and skills in **Geometry and Measurement**	Grades 4, 6, 8, and 10
Statistics and Probability MATHEMATICS – Strand 4 Learning Standards 4.1 – 4.8	Portfolio products that demonstrate student's knowledge and skills in **Statistics and Probability**	Grades 6, 8, and 10

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[4] A student competing for the state's competency determination must submit entries in all four Mathematics strands.
[5] Requirements will be revised in 2001-2002 to reflect the *Mathematics Curriculum Framework* approved in summer 2000.

SCIENCE & TECHNOLOGY – Entries in any three strands based on the *Science & Technology Curriculum Framework* (1997 version).[6]

Strand and Learning Standards	Entry to be Submitted	Grade Level (or age-equivalent) at which this is REQUIRED
Inquiry SCIENCE & TECHNOLOGY – Strand 1	Portfolio products that demonstrate student's knowledge and skills in **Inquiry**	Grades 5 and 8 only[7]
Physical Sciences SCIENCE & TECHNOLOGY – Strand 2	Portfolio products that demonstrate student's knowledge and skills in **Physical Sciences**	Grades 5 and 8 only
Life Sciences SCIENCE & TECHNOLOGY – Strand 2	Portfolio products that demonstrate student's knowledge and skills in **Life Sciences**	Grades 5 and 8 only
Earth and Space Sciences SCIENCE & TECHNOLOGY – Strand 2	Portfolio products that demonstrate student's knowledge and skills in **Earth and Space Sciences**	Grades 5 and 8 only
Technology SCIENCE & TECHNOLOGY – Strands 3 and 4	Portfolio products that demonstrate student's knowledge and skills in **Technology**	Grades 5 and 8 only

HISTORY AND SOCIAL SCIENCE – Entries in any three strands[8] based on *the History and Social Science Curriculum Framework* (1997 version).

Strand and Learning Standards	Entry to be Submitted	Grade Level (or age-equivalent) at which this is REQUIRED
History HISTORY AND SOCIAL SCIENCE – Strand 1: Learning Standards 1-6	Portfolio products that demonstrate student's knowledge and skills in **U.S. or World History**	Grades 5, 8, and 10
Geography HISTORY AND SOCIAL SCIENCE – Strand 2: Learning Standards 7-10	Portfolio products that demonstrate student's knowledge and skills in **Geography**	Grades 5, 8, and 10
Economics HISTORY AND SOCIAL SCIENCE – Strand 3: Learning Standards 11-15	Portfolio products that demonstrate student's knowledge and skills in **Economics**	Grades 5, 8, and 10
Civics and Government HISTORY AND SOCIAL SCIENCE – Strand 4: Learning Standards 16-20	Portfolio products that demonstrate student's knowledge and skills in **Civics and Government**	Grades 5, 8, and 10

[6] Requirements will be revised for 2001-2002 to reflect the Science & Technology/Engineering *Curriculum Framework* approved in fall 2000.

[7] No operational MCAS tests will be given at Grade 10 in this subject in spring 2001 (question tryouts only). Therefore, no alternate assessment is required.

[8] A student competing for the state's competency determination must submit entries in all four strands of History and Social Science.

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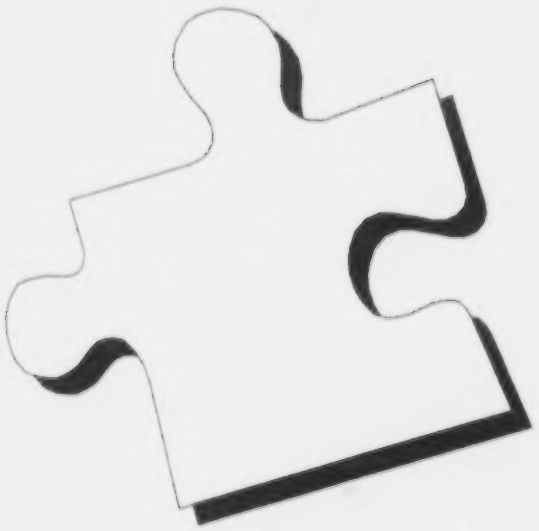
PART III

Scoring



Scoring MCAS Alternate Assessments

A. Scoring Criteria

The criteria are listed below on which scoring will be based, and are described in greater detail on the following pages. Scoring criteria were determined with the assistance and feedback of hundreds of teachers who participated in the MCAS Alternate Assessment Field Test in spring 2000 and who used earlier versions of this scoring guide to score the portfolios of students with significant disabilities. Scoring of the MCAS Alternate Assessment reflects the overall goal of MCAS generally; that is, to gauge the level at which a student has learned, understands, and can apply subject matter outlined in the Massachusetts *Curriculum Frameworks*.

B. Scoring Process

The MCAS Alternate Assessment *Scoring Guide*, also called a *rubric*, is the instrument that will be used by the Massachusetts Department of Education to review, evaluate, and score student alternate assessment portfolios. Portfolio reviewers (primarily Massachusetts educators recruited by the Massachusetts Department of Education for this purpose) will work under the direction of the Department of Education to examine each portfolio entry for evidence of the following:

- the completeness of materials submitted;
- the level of complexity at which the student addresses the *Curriculum Framework* learning standards;
- the accuracy and consistency of the student's responses and performance;
- the degree of independence demonstrated by the student in performing each task or activity;
- the number of settings in which the student performs the task or activity; and
- the level of decision making on the part of the student as he or she engages in the task or activity.

Reviewers will tabulate a score for each portfolio entry based on the student's performance in the categories listed above. The scores of each entry will be totaled to arrive at a composite score for the student's entire portfolio. It is anticipated that scores may be modest in the first few administrations of the MCAS Alternate Assessment, but are generally expected to improve as teachers become increasingly familiar and comfortable with these requirements.

C. Using the Scoring Guide to Develop Portfolio Entries for Submission

The scoring guide can help teachers and students prepare high-quality portfolio entries. The challenge of alternate assessment is to use methods other than traditional testing to portray what a student has learned and to do this in a way that allows others who may not work directly with the student to interpret this evidence correctly. For a portfolio reviewer to determine whether a student has learned a particular concept or skill, it is necessary to present evidence in a form that directly addresses the criteria being used for scoring. Therefore, the scoring guide serves two purposes: first, to score portfolio entries after they are submitted; and second, to guide teachers beforehand in using the criteria that will be used to score a portfolio entry in planning and designing instruction that will yield high-quality portfolio products addressing those criteria.

The scoring guide should be used to assist teachers in preparing portfolio entries that are complete and that contain evidence of all scoring criteria. However, it is important to remember that a single portfolio product cannot by itself provide evidence of all criteria. Rather, a complete portfolio entry will consist of several products that each support and reinforce one another ("triangulated" evidence) and provide clear documentation of each scoring criterion. The MCAS Alternate Assessment *Scoring Guide* is provided on the following pages and describes in detail those portfolio products likely to yield the highest score on a student's portfolio.

D. MCAS Alternate Assessment Scoring Guide (Rubric)

The scoring guide that will be used to score material submitted in MCAS Alternate Assessment portfolios appears on the following page, followed by an expanded version of the scoring guide describing scoring criteria in greater detail.

MCAS Alternate Assessment

SCORING GUIDE for Portfolio Entries

	1	2	3	4	5
Level of Complexity	Portfolio entry reflects little or no apparent links with the Massachusetts *Curriculum Framework* learning standards in the subject, OR, the level and complexity of skills and concepts addressed by the student is not clearly indicated by this entry.	Portfolio entry documents primarily social, motor, and communication "access skills" addressed within the context of instructional activities based on the Massachusetts *Curriculum Framework* learning standards in this subject.	Portfolio entry documents student's participation in Massachusetts *Curriculum Framework* learning standards in this subject, either with extensive modifications, or working on "entry points" described in the *Resource Guide to the Curriculum Frameworks*.	Portfolio entry addresses Massachusetts *Curriculum Framework* learning standards as written, but reflects only a narrow sample of learning standards in the subject.	Portfolio entry addresses the Massachusetts *Curriculum Framework* learning standards as written, and reflects a broad sample of learning standards in the subject.

	1	2	3	4
Demonstration of Skills and Concepts	Portfolio entry indicates that student's performance is primarily inaccurate, and demonstrates minimal awareness by student in this subject area strand; OR, portfolio entry is incomplete and, therefore, level of performance cannot be determined.	Portfolio entry indicates that student's performance is primarily limited and inconsistent with regard to accuracy and awareness in this subject area strand; portfolio entry is complete (contains all primary and supporting evidence).	Portfolio entry indicates that student's performance is primarily accurate, and demonstrates that the student has some awareness in this subject area strand; portfolio entry is complete (contains all primary and supporting evidence).	Portfolio entry indicates that student's performance is accurate and of consistently high quality in this subject area strand; portfolio entry consists of a wide range of rich and varied evidence of student performance.
Independence	Student demonstrates skills and concepts only in response to extensive verbal, visual, and physical cues/prompts/supports; OR, level of independence cannot be determined.	Student demonstrates skills and concepts in response to frequent use of verbal, visual, and physical cues/prompts/supports.	Student demonstrates skills and concepts in response to occasional use of verbal, visual, or physical cues/prompts/supports.	Student demonstrates skills and concepts without the use of cues/prompts/supports, and initiates responses under the appropriate conditions.
Self-Evaluation	Student makes no or very few choices and/or decisions in relation to portfolio products; does not self-correct, evaluate, or reflect on performance; OR, portfolio entry provides no evidence of student self-evaluation.	Student makes occasional choices and/or decisions in relation to portfolio products; and occasionally self-corrects, evaluates, and/or reflects on performance, though not with regularity.	Student makes frequent choices and/or decisions in relation to portfolio products or instructional activities; and self-corrects, evaluates, and/or reflects on performance intermittently.	Student makes choices and/or decisions in relation to portfolio products all or most of the time; and self-corrects, evaluates, and/or reflects on performance on a regular basis.
Generalized Performance	Student demonstrates skills and concepts primarily in one setting, with one adult or peer, using a limited range of age-appropriate materials.	Student demonstrates skills and concepts in at least two settings, with two different adults or peers, using different age-appropriate materials in each context.	Student demonstrates skills and concepts in at least three settings, with three different adults or peers, using different age-appropriate materials in each context.	Student demonstrates skills and concepts across a variety of home, school, and community settings, with a variety of people, using a range of age-appropriate materials.

MCAS Alternate Assessment

SCORING GUIDE for Portfolio Entries - EXPANDED VERSION

1) Level of Complexity

How does the student address learning standards/strands in this subject?

1	2	3	4	5*
Portfolio entry reflects little or no apparent links with the Massachusetts *Curriculum Framework* learning standards in the subject; OR, the level and complexity of skills and concepts addressed by the student is not clearly indicated by this entry.	Portfolio entry documents primarily social, motor, and communication "access skills" addressed within the context of instructional activities based on the Massachusetts *Curriculum Framework* learning standards in this subject.	Portfolio entry documents student's participation in Massachusetts *Curriculum Framework* learning standards in this subject, either with extensive modifications, or working on "entry points" described in the *Resource Guide to the Curriculum Frameworks.*	Portfolio entry addresses Massachusetts *Curriculum Framework* learning standards as written, but reflects only a narrow sample of learning standards in the subject.	Portfolio entry addresses the Massachusetts *Curriculum Framework* learning standards as written, and reflects a broad sample of learning standards and strands in the subject.

Entry Level ←---------- More Complex

A portfolio entry scored at one of the following levels means that:

1 – the evidence documents instruction that is unrelated to the general curriculum (i.e., documentation does not link the student's instruction with *the Curriculum Framework* learning standards); **or** that insufficient evidence is provided to determine the level of complexity.

2 – the evidence documents the student's participation in instructional activities based on *Curriculum Framework* learning standards through social, communication, and/or motor "access skills" embedded in, and addressed through, the instructional activity.

3 – the evidence documents the student's participation in instructional activities based on *Curriculum Framework* learning standards, but the student is working on these at much lower levels of complexity and difficulty, such as through "entry points" described in the *Resource Guide to the Curriculum Framework* in this subject.

4 – the evidence documents that the student has addressed academic content based on learning standards as they are written in the *Curriculum Frameworks*; however, only a small number (no more than two) learning standards in each strand have been addressed by the student.

5 – the evidence documents that the student has addressed academic content based on three or more learning standards in each subject area strand.

* A student must address academic content at this level of complexity to be considered for the state's "competency determination" (i.e., graduation requirement).

2) **Demonstration of Skills and Concepts**

How consistent and accurate is the student's performance and achievement of the skills and concepts being assessed?

1	2	3	4
Portfolio entry indicates that student's performance is primarily inaccurate, and demonstrates minimal awareness by student in this subject area strand; OR, portfolio entry is incomplete and, therefore, level of performance cannot be determined.	Portfolio entry indicates that the student's performance is primarily limited and inconsistent with regard to accuracy and awareness in this subject area strand; portfolio entry is complete (contains all primary and supporting evidence).	Portfolio entry indicates that the student's performance is primarily accurate and demonstrates that the student has some awareness in this subject area strand; portfolio entry is complete (contains all primary and supporting evidence).	Portfolio entry indicates that the student's performance is accurate and of consistently high quality in this subject area strand; portfolio entry consists of a wide and varied range of rich evidence of student performance.

A portfolio entry scored at one of the following levels means that:

1 – the evidence indicates that the student rarely gave the desired response during the task or activity; **or** that insufficient evidence is provided to determine the level of performance. Sufficient evidence consists of three pieces of primary evidence, including documentation of the student's performance over a period of time, plus supporting evidence, such as teacher notes, comments from peers, photos, etc.

2 – the entry contains sufficient evidence to determine the level of performance (i.e., three pieces of primary evidence, including documentation of the student's performance over a period of time, plus supporting evidence, such as teacher notes, comments from peers, photos, etc.) and this evidence indicates that the student gave the desired response during the task or activity on an irregular or inconsistent basis that is, between 25 to 50% of the time.

3 – the entry contains sufficient evidence to determine the level of performance (i.e., three pieces of primary evidence, including documentation of the student's performance over a period of time, plus supporting evidence, such as teacher notes, comments from peers, photos, etc.) and this evidence indicates that the student gave the desired response during the task or activity between 50 to 75% of the time.

4 – the entry contains sufficient evidence to determine the level of performance (i.e., three pieces of primary evidence, including documentation of the student's performance over a period of time, plus supporting evidence, such as teacher notes, comments from peers, photos, etc.); the entry contains products that are primarily designed and produced by the student, that demonstrate the student's knowledge of skills and concepts in a variety of ways that reflect varied instructional approaches; and this evidence indicates that the student gave the desired response during the task or activity all or most, that is, 75 to 100% of the time.

3) **Independence**
How much support does the student require in order to demonstrate knowledge and skills?

1	2	3	4
Student demonstrates skills and concepts only in response to extensive verbal, visual, and physical cues/prompts/supports; OR, level of independence cannot be determined.	Student demonstrates skills and concepts in response to frequent use of verbal, visual, and physical cues/prompts/supports.	Student demonstrates skills and concepts in response to occasional use of verbal, visual, or physical cues/prompts/supports.	Student demonstrates skills and concepts without the use of cues/prompts/supports, and initiates responses under the appropriate conditions.

A portfolio entry scored at one of the following levels means that:

1 – the evidence indicates that the student requires cueing, prompting, or other assistance 75% or more of the time **or** that insufficient evidence is provided to document the level of independence. Sufficient evidence consists of a description of supports on the *Cover Entry Sheet*; videotape of student receiving assistance during instructional activity; data recording the percentage of time student required assistance during several similar tasks or activities.

2 – the evidence indicates that the student requires cueing, prompting, or other assistance 50 to 75% of the time.

3 – the evidence indicates that the student requires cueing, prompting, or other assistance 25 to 50% of the time.

4 – the evidence indicates that the student requires cueing, prompting, or other assistance less than 25% of the time and that the student anticipates the performance of the targeted skill at the appropriate time, with naturally occurring cues (e.g., when bell rings, student goes to next activity; or student washes hands before lunch).

4) **Self-evaluation**
How aware are students of their own performance, and how often do they make decisions that affect their performance?

1	2	3	4
Student makes no or very few choices and/or decisions in relation to portfolio products; does not self-correct, evaluate, or reflect on performance; OR, portfolio entry provides no evidence of student self-evaluation.	Student makes occasional choices and/or decisions in relation to instructional activities or portfolio products; and occasionally self-corrects, evaluates, and/or reflects on performance, though not with regularity.	Student makes frequent choices and/or decisions in relation to portfolio products or instructional activities and self-corrects, evaluates, and/or reflects on performance intermittently.	Student makes choices and/or decisions in relation to instructional activities or portfolio products all or most of the time; and self-corrects, evaluates, and/or reflects on performance on a regular basis.

A portfolio entry scored at one of the following levels means that:

1 – the evidence indicates that the student rarely makes choices and/or decisions and self-corrects, evaluates, and reflects less than 25% of the time; **or** that insufficient evidence is provided to document the student's level of self-evaluation. Sufficient evidence consists of documentation of choices and decisions made by student during activity; narrative or videotape of student choosing work for the portfolio; student reflection sheet identifying what was done well, what he or she would like to improve on, how he or she felt about his or her performance; etc.

2 – the evidence indicates that the student makes choices and/or decisions and self-corrects, evaluates, and reflects 25 to 50% of the time.

3 – the evidence indicates that the student makes choices and/or decisions and self-corrects, evaluates, and reflects 50 to 75% of the time.

4 – the evidence indicates that the student makes choices and/or decisions and self-corrects, evaluates, and reflects more than 75% of the time.

5) **Generalized Performance**

In how many settings and situations does the student demonstrate knowledge and skills?

1	2	3	4
Student demonstrates skills and concepts primarily in one setting, with one adult or peer, using a limited range of age-appropriate materials.	Student demonstrates skills and concepts in at least two settings, with two different adults or peers, using different age-appropriate materials in each context.	Student demonstrates skills and concepts in at least three settings, with three different adults or peers, using different age-appropriate materials in each context.	Student demonstrates skills and concepts across a variety of home, school, and community settings, with a variety of people, using a range of age-appropriate materials.

A portfolio entry scored at one of the following levels means that:

1 – the evidence indicates that the student performed the task or engaged in the activity in one setting with one adult or peer, using one set of instructional materials appropriate to the student's chronological age.

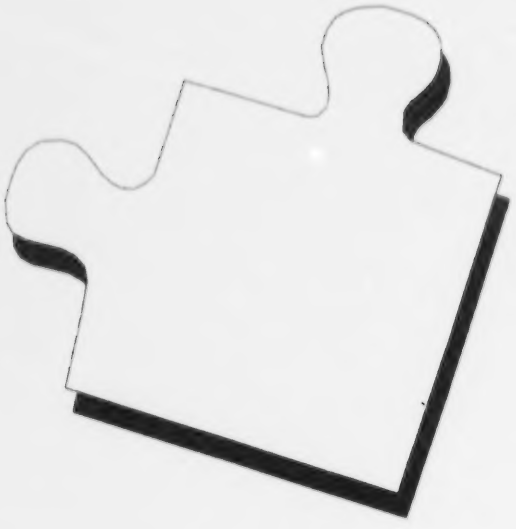
2 – the evidence indicates that student performed the task or engaged in the activity in two settings with two different adults or peers, using two sets of instructional materials appropriate to the student's chronological age.

3 – the evidence indicates that student performed the task or engaged in the activity in three settings with three different adults or peers, using three sets of instructional materials appropriate to the student's chronological age.

4 – the evidence indicates that student performed the task or engaged in the activity in a wide range of settings, with various people, using a range of materials appropriate to the student's chronological age.

PART IV

Timeline and Procedures



Timeline for 2000-2001 MCAS Alternate Assessment

The following activities should occur during the 2000-2001 school year.

Fall 2000

September – Identify and list those students who will participate in alternate assessments and determine subjects in which alternate assessments are required.

October – Attend a regional training session sponsored by the Department of Education on MCAS Alternate Assessment; review materials from the training session.

November
- Convene an assessment team of adults in the school or district who will assist the child's teacher with the alternate assessment.
- Obtain signed *Consent Form*(s) in order to photograph or audio/videotape student.
- Record baseline data by collecting student work samples or by recording data on the student's level of performance in the subject being alternately assessed.
- Plan and design instruction based on *Curriculum Framework* learning standards.

December
- Continue to develop and implement standards-based instruction.
- Collect evidence for the portfolio.
- Attend D.O.E. follow-up sessions, if needed.

2001

Jan/Feb – Continue to document student performance for the alternate assessment portfolio.

March
- Plan to gather final evidence by end of month.
- Reflect on portfolio contents with student.
- Begin selecting final portfolio products for submission.
- Attend D.O.E. follow-up sessions, if needed.

April
- Complete selection of portfolio products.
- Complete all required elements and forms for the alternate assessment.
- Edit all videotapes.
- Share portfolio with parent(s). Have them sign Verification Letter.
- Preliminary scoring of portfolio by lead teacher and others on local assessment team to fine-tune portfolio prior to submission. Use the scoring guide for this purpose.

May 4, 2001 – Submit completed portfolio with all entries and required components. Use 3-ring binder and mailer provided for this purpose. NOTE: Portfolio products may not be added or substituted after the deadline for submission of these materials.

July – Scoring of MCAS Alternate Assessment portfolios by the Department of Education.

Fall 2001 – Results reported.

Step-by-Step Procedures

These procedures are intended to guide educators in conducting alternate assessments. Following this sequence of steps will ensure that sufficient evidence is generated and collected to conduct an alternate assessment with the student. Please review the entire list of procedures, and make sure that your questions are answered prior to beginning the alternate assessment process.

Step #	Process
1	**Participate in Alternate Assessment Training** Attend training offered by the Massachusetts Department of Education during fall 2000 and thereafter. Follow-up training and assistance will be provided throughout the school year.
2	**Thoroughly Review Training, Orientation, and Resource Materials** Review publications and training materials to become familiar with MCAS Alternate Assessment requirements and procedures. In addition, review resource materials that address the state's *Curriculum Frameworks* learning standards and how these can be taught and alternately assessed for students with significant disabilities.
3	**Answer Any Remaining Questions** Use telephone and e-mail help lines to answer questions about alternate assessment materials and procedures. Educators may contact either of the following Dan Wiener, Massachusetts Department of Education E-mail: dwiener@doe.mass.edu Telephone: 781-338-6264 Sue Bechard, Measured Progress, Inc. E-mail: sbechard@measuredprogress.org Telephone: 1-800-431-8901 In addition, a number of teachers who have participated in the MCAS Alternate Assessment Field Test have agreed to assist educators either onsite, by telephone, or by e-mail, to answer questions about conducting alternate assessments. Contact either of the persons listed above, preferably by e-mail, to arrange this.
4	**Determine Who Will Participate in Assessing the Student** Make a list of adults who maintain ongoing contacts with the student both in and out of school and who may be able to contribute to the assessment of the student. These personnel may include teachers; therapists; related service providers; paraprofessionals; guidance personnel; community members such as employers; and parents and guardians, all of whom can provide valuable insights, information, and ideas. Since each adult observes the student in a different context, multiple sources of information on the student can be used to yield a rich and varied overall picture of the student's performance. It is important to identify and involve those persons who can provide information crucial to assessing the student.
5	**Fully Inform All Adults Participating With the Child's Teacher in the MCAS Alternate Assessment.** Share information on the MCAS Alternate Assessment with adults who will be assisting the lead educator(s) in collecting information about the student and who did not attend training sponsored by the Department of Education. Make sure they review training materials and have all their questions answered. This will ensure that adults

who participate are aware of how and why evidence of student performance is being gathered, what types of evidence are appropriate for this purpose, and the conditions necessary for gathering such evidence.

6 **Make Certain that Parents/Guardians Have Been Given a Consent Form to Have Their Child Participate in Photography and Video/Audio Recordings** Have the parent or guardian review and sign the *Consent Form*. The *Consent Form* is intended to make parents aware of, and sign their permission for, certain kinds of assessment activities that will occur, such as having the student photographed and/or audio or videotaped. Parental consent is required for these specific activities to occur. When a student may be individually identifies, make certain that parents have signed the *Consent Form* and understand its provisions.

Copies of this form, as well as a separate consent form to be used for other students in the classroom, are included in Part V of this manual. The latter form must be completed by parents/guardians of students other than those participating in MCAS Alternate Assessments who may appear in video clips collected for the student being assessed. Consent forms must be kept on file at the child's school, with copies sent to the student's sending school district (if applicable), and included in the *Introduction* to the student's alternate assessment portfolio.

7 **Review All Portfolio Requirements and Timelines Found in the *Educator's Manual*** Note specific requirements for portfolio entries in specific subjects for the MCAS Alternate Assessment.

Review the learning standards within the required strands and consider how each student participating in an alternate assessment is addressing, or will begin to address, one or more of these standards.

8 **Consider How Best to Provide Instruction in the Learning Standards Required for the MCAS Alternate Assessment** Prior to collecting assessment materials on the student, ensure that instruction in the learning standard(s) is taking place. First, special educators should review the *Curriculum Frameworks* in each subject and consult with general educators on how learning standards in the alternately assessed subject are typically taught to students. This information may suggest ways to design standards-based learning activities for students with significant disabilities.

Second, consult the *Resource Guide to the Curriculum Frameworks for MCAS Alternate Assessment* in each subject (provided with these training materials). These provide detailed examples of "entry points," instructional ideas, and assessment strategies spanning a wide range of abilities. These guides provide information relevant to and important for students who will be alternately assessed.

Third, if educators are still uncertain how to provide access to the learning standards, even through entry points, they should consider introducing new skills and concepts using appropriate supports (see *Access to the Massachusetts Curriculum Frameworks for Students with Disabilities* in Part VI for further guidance).

9 **Determine One or More Assessment Strategies** Select assessment approaches that can be used to generate products for use in portfolios, such as

- selecting samples of work written or created by the student;
- collecting instructional data on a student's performance: graphs, charts, and other representations of a student's level of performance and progress during the school year; or
- performance assessments of a student engaged in a task or activity and documented on a videotape recording.

There are other indirect ways of assessing students as well; for example, through notes and surveys of parents and community members, in photographs, audiotape recordings, and teacher narratives during observations of the student.

Educators are encouraged to consider multiple sources of information to assess a particular standard or strand (set of standards). It is important to consider how evidence of student performance may be gathered from a variety of contexts using different assessment methods, a practice known as "triangulation." Educators can feel confident that "triangulated" evidence will yield more accurate and comprehensive results than will evidence gathered from a single source.

10 **Determine How Performance Will Be Documented** Once assessment strategies have been determined, decide how student performance will be documented. Will the student be videotaped, photographed, audiotaped, or observed (with data being recorded)? Will samples of student work be collected? Will formal or informal surveys of parents, community members, or others be conducted? Refer to materials in this manual for further guidance.

11 **Determine How Student Performances Will Be Scored** Examine the scoring guide included in Part III of this manual and become aware of the criteria that will be used to evaluate and score portfolio entries and the overall performance of the student. Knowledge of scoring criteria will assist educators in making instructional decisions that yield portfolio products containing necessary information about students.

12 **Repeat Steps 7–11 for Other Alternate Assessments** Collect and submit a portfolio of "evidence" documenting the student's level of performance and achievement in one or more of the following subjects (see *Required Portfolio Entries in Each Subject* in Part II for further guidance on this requirement):

<u>English Language Arts</u>
- Strand 1 (Language)
- Strand 2 (Literature)
- Strand 3 (Composition)

<u>Mathematics</u>
- Strand 1 (Number Sense)
- Strand 2 (Patterns, Relations, and Functions)
- Strand 3 (Geometry and Measurement)
- Strand 4 (Statistics and Probability)

<u>Science & Technology</u>
- Strand 1 (Inquiry)
- Strand 2 (Physical Sciences/Life Sciences/Earth and Space Sciences)
- Strand 3 (Technology)

History and Social Science

- Strand 1 (U.S. and World History)
- Strand 2 (Geography)
- Strand 3 (Economics)
- Strand 4 (Civics and Government)

Review the *Curriculum Frameworks* learning standards in each subject and review the *Resource Guide to the Curriculum Frameworks for MCAS Alternate Assessment* for examples of how learning standards can be addressed.

Next, consider how the student's performance will be documented and which method(s) of assessment will provide the best illustration of the student's achievement.

13 **Provide Standards-Based Instruction to Students** Since MCAS assessment is based on the *Curriculum Framework* learning standards, providing standards-based instruction to students is a prerequisite. This instruction will afford students the learning opportunities necessary to demonstrate their participation in the "general curriculum," as required by law, and their level of performance of the learning standards.

14 **Collect Evidence of Student Performance** Ideally, evidence of student performance will be gathered within the context of ongoing classroom instruction, rather than as an activity separate from such instruction. Educators will become increasingly aware of opportunities to document student performance and collect evidence as standards-based instruction occurs. Through careful planning and consideration of the options for documentation (see Step 10 above), detailed evidence can be gathered and preserved for the student's alternate assessment portfolio. This will also provide educators the opportunity to observe students and get feedback on the effectiveness of their instruction.

15 **Involve the Student Whenever Possible in Selecting Entries for the Portfolio** After evidence of student performance has been collected, select (with the student, if possible) those pieces that best demonstrate the student's performance(s). For example, if several video clips exist of the student performing the same activity, select one for the student's portfolio that best demonstrates a high level of performance, conducted in the most complete fashion, and exhibiting the greatest degree of independence by the student. It may also be important to select evidence in which the student first demonstrates the skill, and later in which the student more fully masters the skill, in order to demonstrate progress. This will also be useful in sharing yearly progress with parents.

16 **Complete the Necessary *Entry Cover Sheets* for Each Portfolio Entry** Once evidence has been selected for each portfolio entry, complete the *Entry Cover Sheet*, providing reviewers with crucial information on the student, on the student's program of instruction, and the conditions under which the evidence was gathered.

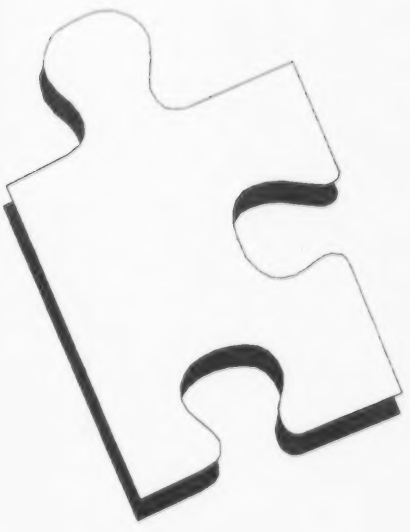
17 **Complete Additional Required Portfolio Elements** Once collection and documentation of portfolio entries is complete, educators should compile all required portfolio elements listed on the *Portfolio Cover Sheet;* for example, the *Table of Contents*, *Certification Letter*, *Consent Form*, *Student's Introduction to the Portfolio*, etc. These must be compiled in the loose-leaf binder provided for this purpose.

18 **Preliminary Scoring of the Portfolio to "Fine-tune" the Portfolio** Using the *MCAS Alternate Assessment Scoring Guide*, review the portfolio prior to submission to ensure that evidence is complete and achievement is well documented.

19 **Submit Completed Portfolios No Later Than May 4, 2001, in the Mailing Materials Provided** Mail student portfolios in the mailer provided in order to meet the deadline for submission (see *MCAS Alternate Assessment 2000-2001 Timeline for Local Educators*).

PART V

Required Forms



The following forms are required for the MCAS Alternate Assessment and are provided on the following pages with brief descriptions of each. Please use these forms as supplied and do not alter. Forms may be photocopied as needed.

- Required Portfolio Elements Checklist 39
- Portfolio Cover Sheet 40
- Verification Letter 42
- Consent Form for photographing and video/audio recording – English and Spanish versions 44
- Consent Form for incidental videotaping/photographing of other students in the class (if needed) – English and Spanish versions 48
- Participation Guidelines Checklist 54
- Entry Cover Sheet 55

REQUIRED PORTFOLIO ELEMENTS
Checklist

The following items and completed forms must be included in the student's MCAS Alternate Assessment portfolio and submitted in the 3-ring binder provided for this purpose. Please place a check next to each item included in the portfolio:

_____ **Required Portfolio Elements Checklist** (this form)

_____ **Portfolio Cover Sheet** containing the following information:

- Student's Name
- Student's State-Assigned Student Identifier (SASID)
- Grade level (or age-equivalent) of the student
- School or program attended by the student
- School or program address
- Home school district of student, if different from school or program attended by student
- Teacher's name and contact information (telephone and/or e-mail)
- Subject(s) included in the portfolio

_____ **Introduction to the Portfolio** including the items and information listed below:

____ **Student's Introduction** to the portfolio, either written, dictated, or recorded by the student describing "What I want others to know about me as a learner, and about my portfolio" (see *Preparing the Student's Introduction to the Portfolio* later in this section).

____ **Verification Letter** signed by the parent(s) or guardian signifying that they have reviewed the work in their child's alternate assessment portfolio or at a minimum have been invited to do so. A record of attempts made by the school to invite parents and/or guardians to review the portfolio may be substituted for this.

____ **Consent Form** signed by the parent or guardian permitting photography and/or video or audio recording of the student for the MCAS Alternate Assessment. A consent form from the school for this purpose signed by the parent or guardian may be substituted for this.

____ **Participation Guidelines Checklist** describing the instructional and assessment profile of the student.

____ **Letters of recommendation and support** (optional) from employers, peers, community members, and others who maintain frequent contact with the student and can attest to the student's academic performance and achievement.

____ **Weekly Schedule** of the student.

_____ **Table of Contents** listing the student's name, subject, and items being submitted.

_____ **Entry Cover Sheets** attached to each portfolio entry. An entry consists of a cluster of portfolio products that documents the student's knowledge and skills in each strand. See *Required Portfolio Entries in Each Subject* in Part II of this manual for additional information.

_____ **Portfolio Entries** in the subject(s) being alternately assessed.

PORTFOLIO COVER SHEET

This sheet should appear as the first page of the portfolio. Photocopy as needed.

1) Student's Name:_____

2) State-Assigned Student Identification Number:_____

3) Grade Level (or age-equivalent) of the Student:_____

4) School or Program Attended by the Student:_____

5) Address of School or Program:_____

_____

6) Home School District of Student (if different from program attended by student):

_____

7) Contact Information:

Teacher's Name:_____

Telephone and e-mail:_____

8) Subject(s) being alternately assessed in this portfolio: (check off all that apply)

- ❑ ELA
- ❑ Mathematics
- ❑ Science & Technology
- ❑ History and Social Science

Preparing the Student's Introduction to the Portfolio

The *Student's Introduction to the Portfolio* is a required part of the MCAS Alternate Assessment. The purpose of the *Student's Introduction* is to encourage the student to describe the portfolio to those who will officially review its contents. The student may wish to reflect on the portfolio itself and provide a description of himself or herself as a learner.

The *Student's Introduction* may either be written or dictated by the student; be a collaborative effort of the student and a peer; or, in rare instances, be written by an adult with clear evidence of the student's involvement.

The *Student's Introduction* should be composed using the student's primary mode of communication; for example:

- a letter either handwritten or dictated by the student,
- a letter generated on a computer,
- an audiotape or videotape of the student introducing the portfolio, or
- a videotape of the student selecting entries for the portfolio, either alone, with peers, or with an adult.

Specific information regarding the student's disability, and any description of the nature and circumstances of the student's placement, should not be included in the *Student's Introduction*, unless provided voluntarily by the student.

VERIFICATION LETTER

Description

Please include a *Verification Letter* signed by the parent, guardian, or primary care provider in the introduction to the MCAS Alternate Assessment portfolio; or, alternatively, present the comments of parent(s) or care providers either in written, oral (transcribed), or tape-recorded formats. If review by the parent, guardian, or primary care provider is not possible, provide documentation of the attempts made by the school to obtain parental involvement. Please use the attached *Verification Letter* either as written, or copied onto the letterhead of the school, as a way to provide this important documentation.

The parent, guardian, or primary care provider is a critical partner in the alternate assessment process. Therefore, contents of the student's MCAS Alternate Assessment portfolio must be shared with parents, guardians, and primary care providers if at all possible. They contribute vital information that helps teachers provide appropriate instruction to the student, and help to determine the extent to which this instruction is reinforced at home, in the community, and in other settings.

Please note: This letter is for a different purpose than the *Consent Form* that is used to obtain permission for electronic recording of the student. Please do not substitute the *Consent Form* in place of the *Verification Letter*.

VERIFICATION LETTER

Student's Name:_____

School:_____

Please check below:

_____ I have reviewed the contents of my child's portfolio. I certify that it is his/her work and that it is a valid reflection of his/her performance in the subjects being alternately assessed by MCAS.

Signature of Parent, Guardian, or Primary Care Provider (or student, if over 18 years of age):

_____

OPTIONAL: Additional comments by parent, guardian, or primary care provider(s) to the reviewers of the child's MCAS Alternate Assessment portfolio (continue on reverse side if necessary):

_____

_____

_____

_____

_____

_____

(Include this letter in the introduction to the student's MCAS Alternate Assessment portfolio.)

CONSENT FORM

Obtaining Consent from Parents or Guardians
For Photographing and Audio/Video Recording of Students

To Teachers:
Please share the attached *Consent Form* with the parent(s) or guardian of any student participating in the MCAS Alternate Assessment during the current school year. Consent is required in order for a student to be photographed, videotaped, or audiotaped. If no consent is obtained, electronic images and recordings of the student may not be created.

Please note:
A consent form signed by the parent/guardian already obtained by the school for this purpose may be substituted. A photocopy must be included in the introduction to the alternate assessment portfolio.

Parental consent need not be obtained in order for a student to participate in the MCAS Alternate Assessment. It is necessary only to create electronic images or recordings of the student.

CONSENT FORM

For Photographing and Audio/Video Recording of the Student

To Parents or Guardians:

As you may know, state and federal laws require all students in Massachusetts to participate in the Massachusetts Comprehensive Assessment System (MCAS), the state's student testing program. Massachusetts administers the MCAS tests in four subjects: English Language Arts, Mathematics, Science & Technology/Engineering, and History and Social Science. A student's IEP Team will determine whether a student with a disability should take standard MCAS tests, either with or without test accommodations, or whether the student requires an alternate assessment. The MCAS Alternate Assessment provides a means to assess the academic performance of students with significant disabilities who are unable to participate in standard MCAS testing, even with accommodations.

Your child's participation in the MCAS Alternate Assessment will constitute fulfillment of the requirement for him or her to be assessed through MCAS for the subject in which your child has been previously determined to require an alternate assessment.

Brief Description of the MCAS Alternate Assessment During the current school year, your child's teacher will conduct classroom activities with your child and collect educational information regarding your child's performance. The teacher will then compile this information in a portfolio and send it to the Department of Education for review by a portfolio review team and specified staff of Measured Progress, Inc., the state's alternate assessment contractor. The portfolio review team will be comprised of trained educators, and/or staff of the Department, and its test contractors. During the summer, portfolios will be reviewed and scored by pairs of trained scorers to ensure consistency.

Components of the MCAS Alternate Assessment Your child's MCAS Alternate Assessment will consist of the following:

1. Samples of student work: Collection of examples of your child's best classroom work demonstrating the level at which your child is performing;

2. Photographs, videotape, or audiotape: Documentation of your child participating in classroom activities and assignments through videotape, photography, or audiotape recording;

3. Performance tasks: Your child's participation with the teacher in tasks and classroom activities such as listening, communicating, and using classroom objects and materials;

4. Student record information: Educational background on your child, such as your child's IEP and progress reports; as well as your child's current instructional program, educational setting, and your child's daily and weekly schedules;

5. Supporting documentation: An introduction to the portfolio created by the student; a letter signed by the parent stating that the parent has reviewed the contents of their child's portfolio,

or at least were invited to do so; and any letters of support provided by peers, employers, community members, etc.

Submission of Portfolio for Review and Scoring During early May, your child's teacher will submit your child's portfolio to the Department for review by trained scorers. In all, no more than 20 people outside your child's school will view this material, all of them either Department of Education staff, the state's test contractor staff, or Massachusetts educators under formal agreement with the Department who are trained for the purpose of scoring alternate assessments.

Confidentiality of Your Child's Student Records The information created and collected as part of the MCAS Alternate Assessment constitutes student record material that is confidential under state and federal law. Those persons who constitute the portfolio review team and who will be reviewing and evaluating the information with your consent will be instructed regarding the confidentiality of the material. Your child's name and other identifying information will not be released to third persons other than those with whom the Department has contracted for purposes of creating and implementing the MCAS Alternate Assessment.

Revocation of Consent You may revoke your consent to allow your child to be photographed, videotaped, and audiotaped for purposes of the MCAS Alternate Assessment at any time and for any reason. Your decision to do so will not affect the relationship between either you or your child and your child's school or the Department of Education. However, your child will be required to participate in the MCAS Alternate Assessment.

Obtaining More Information About the MCAS Alternate Assessment If you have any questions about the MCAS Alternate Assessment, or your child's participation, please contact either Dan Wiener at the Massachusetts Department of Education at (781) 338-6264 or by e-mail at dwiener@doe.mass.edu; or Sue Bechard at Measured Progress, Inc., the state's alternate assessment contractor, at 1-800-431-8901 or by e-mail at sbechard@measuredprogress.org.

This *Consent Form* must be signed by one or both of the child's parents or guardians. Consent signifies agreement to your child being videotaped, photographed, or audiotaped for purposes of the MCAS Alternate Assessment.

Within thirty days of receiving this form, it should be signed and returned to the child's teacher or principal. The original will be included in the child's MCAS Alternate Assessment portfolio for submission to the Department, with a copy placed in the child's temporary student record.

Statement of Consent:

I have read and I understand all of the information in this *Consent Form*. I knowingly and voluntarily allow my child's school to release the information about my child:

_____ at _____.
(child's name) (name of school and address)

I will allow my child to be photographed, videotaped, or audiotaped for purposes of the MCAS Alternate Assessment and for my child's school to release recorded information about my child that is created and collected pursuant to the terms of this agreement to the Massachusetts Department of Education and Measured Progress, Inc., for review by trained professionals. I understand that I may withdraw my consent at any time, with no penalty, by contacting my child's teacher, Measured Progress, Inc., or the Massachusetts Department of Education.

Signature of Parent or Guardian _____

Date _____

CONSENT FORM

for Incidental Photographing and Audio/Video Recording of the Student

To Parents or Guardians:

This year, the Department of Education will begin conducting the MCAS Alternate Assessment in classrooms across the state. Your child's teacher will be among those who use alternate assessments with a small number of students with significant disabilities who cannot take standard MCAS tests, even with test accommodations.

One or more students in your child's class will participate in the MCAS Alternate Assessment during 2000-2001. During this process, your child's teacher may find it necessary to use cameras and tape recorders to obtain educational information on these students necessary to determine how well they perform certain activities. It may be necessary for your child's teacher to record the voice or image of the participating student engaged in routine classroom activities with other students present in the room. Therefore, there may be limited occasions during which your child might appear in videotapes and/or photographs, or his voice recorded on audiotape, though only incidentally. Your child would not be identified by name, nor would any student records of your child be shared with others outside the school or school district for this purpose. We request your consent to have your child appear in videotapes and photographs in this limited way. Thank you very much.

Student's Name_____

School Name/School District_____

Teacher's Name_____

Signature of Parent or Guardian_____

Date_____

FORMA DE PERMISO
Lineas Directivas para Obtener Permiso de los Padres o Guardián
Para poder tomar Videos, Audiograbación o Fotografías al Estudiante

Para los Maestros:
Favor compartir la *Forma de Permiso* incluida con los padres o guardián de cualquier estudiante que esté participando en la Evaluación *MCAS* Alterna durante el año escolar actual. Se requiere permiso para que un estudiante sea fotografiado o grabado para este propósito. Si no se obtiene permiso, no se podrá crear imágenes electrónicos y grabaciones del estudiante.

Favor notar
No es necesario obtener permiso para que un estudiante participe en la Evaluación Alterna MCAS, solamente para crear imágenes electrónicas o grabaciones del estudiante, y para ciertos componentes de los archivos confidenciales del estudiante.

Evaluación MCAS Alterna

FORMA DE PERMISO

Para Video y Grabación Audio y Fotografía de Estudiantes

Para Padres o Guardián:

Como usted sabe, las leyes estatales y federales requiere que todos los estudiantes en Massachusetts participen en la evaluación MCAS (*Massachusetts Comprehensive Assessment System),* el programa de exámenes para estudiantes del estado. Massachusetts administra exámenes MCAS en cuatro materias: Artes de Lenguaje en Inglés, Matemáticas , Ciencias & Tecnología/Ingeniería, e Historia y Ciencias Sociales. El EQUIPO del Plan Educacional Individual del estudiante determina si un estudiante con impedimentos debe de tomar el exámen estandarizados MCAS, sea con o sin acomodaciones, o si el estudiante requiere una evaluación alterna. La Evaluación MCAS Alterna provee un medio para examinar el desempeño académico de estudiantes que no pueden participar en exámenes estandarizados MCAS, por causa de su incapacidad, aún con acomodaciones.

La participación de su hijo/a en la Evaluación MCAS Alterna constituirá cumplimiento del requisito, para que él o ella, sea examinado/a a través de MCAS en el área en la cual se ha determinado anteriormente, que su hijo/a requiere una evaluación alterna.

Descripción Corta La Evaluación MCAS Alterna requiere que durante el año escolar actual, el maestro de su hijo,a lleve a cabo ciertas actividades en el salón de clase con su hijo/a y recogerá información que refleje el desempeño educacional de su hijo/a. El maestro de su hijo/a recopilará esta información en un portafolio, y proveerá esta información al Departamento de Educación para ser repasado por un equipo de repaso y personal específico de Medidas de Progreso, (Measured Progress, Inc.), el contratista de evaluaciones alternas del estado. El Equipo que repasa el portafolio incluirá educadores entrenados, y/o personal del Departamento, y sus agentes contratistas. Los portafolios serán revisados y calificados durante el verano por pares de marcadores entrenados, para asegurar consistencia.

Componentes de la Evaluación MCAS Alterna Los siguientes elementos, sean completos o parte, incluirá la Evaluación MCAS Alterna para su hijo/a:

1. Ejemplos de Trabajo del Estudiante: Colección de ejemplos del mejor trabajo de su hijo/a demostrando el nivel en la cual su hijo/a está trabajando;

2. Fotografías, videotape, o audiotape: Documentación de la participación de su hijo/a en actividades del salón de clase y asignaciones a través de grabaciones de videos, audios, o fotografías;

3. Tareas de Desempeño: La participación de su hijo/a con el maestro en tareas y actividades en el salón de clase táles como escuchando, comunicándose, y usando objetos y materiales en el salón de clase;

4. Información de archivo del estudiante: Información educacional en su hijo/a, táles cómo el Plan Educativo Individual de su hijo/a y reportes de progreso; cómo también información en el programa de instrucción actual de su hijo/a y grupo educacional, cómo los horarios diarios y semanales de su hijo/a;

5. Documentación Evidente: Una introducción al portafolio creado por el estudiante: una carta firmada por los padres diciendo que ellos han repasado los componentes del portafolio de su hijo/a, o por lo menos fueron invitados a hacerlo; y cualquier carta o cartas de apoyo provistas por los compañeros, empleadores, miembros de la comunidad, etc.

Proposición del Portafolio para Repasar y Calificar Durante el principio de mayo, el maestro de su hijo/a someterá el portafolio del estudiante al Departamento para ser repasado por calificadores entrenados. En conjunto, no más de 20 personas fuera de la escuela de su hijo/a mirarán este material, todos ellos, sea personal del Departamento de Educación, personal contratista de exámenes del estado, o educadores de Massachusetts bajo acuerdo formal con el Departamento que están entrenados para el propósito de calificar evaluaciones alternas.

Confidencialidad de los Archivos de su Hijo/a/Estudiante La información creada y recogida cómo parte de la Evaluación MCAS Alterna constituye material de archivo del estudiante y es confidencial bajo la ley estatal y federal. Aquellas personas que constituyen el equipo de repaso de portafolio y quienes estarán repasando y evaluando la información con su consentimiento serán informados respecto a la confidencialidad del material. El nombre de su hijo/a y otra información que lo identifica no se dará a terceras personas fuera de las que el Departamento ha contratado para el propósito de creación e implementación de la Evaluación MCAS Alterna.

Revocación del Permiso Usted puede renunciar su permiso para permitir que su hijo/a sea fotografiado y estar en video o audio para propósitos de la Evaluación MCAS Alterna a cualquier hora y por cualquier razón. Su decisión en hacerlo no afectará la relación entre usted o su hijo con la escuela o con el Departamento de Educación.

Obteniendo Más Información Acerca de la Evaluación MCAS Alterna Si alguno de ustedes tienen algunas preguntas acerca de la Evaluación MCAS Alterna, o la participación de su hijo/a, favor comunicarse sea con Dan Wiener en el Departamento de Educación al tel: (781) 338-6264 o por correo electrónico a dwiener@doe.mass.edu; o Sue Bechard a (Medidas de Progreso), Measured Progress, Inc., el contratista de la evaluación alterna del estado al tel: 1-800-431-8901 o por correo electónico a sbechard@measuredprogress.org.

Esta *forma de permiso* debe ser firmada por uno o ambos de los padres del niño o guardián. Permiso significa estar de acuerdo que su hijo/a sea fotografiado o video grabado o audio grabado para propósito de la Evaluacion MCAS Alterna.

Dentro de treinta días de recibir esta forma, debe de ser firmada y devuelta al maestro del niño o Principal. La original debe de ser incluida en el portafolio de la Evaluación MCAS Alterna para someterla al Departamento, con una copia ubicada en el archivo temporal del estudiante.

Declaración de Permiso:

Yo hé leído y yo entiendo toda la informacion en esta Forma de Permiso. Yo conscientemente y voluntariamente autorizo a la escuela de mi hijo/a de dar la información acerca de mi hijo/a:

_____ en _____.
(nombre del niño/a) (nombre de la escuela y dirección)

a ser fotografiado, estar en video o audio grabado para propósitos de la Evaluación MCAS Alterna y para que la escuela de mi hijo/a dé la información acerca de mi hijo/a que es creada y recogida en términos de este acuerdo al Departamento de Educación de Massachusetts y Measured Progress, Inc. para ser repasado por profesionales entrenados. Yo entiendo que yo puede sacar mi permiso a cualquier hora, sin ninguna penalidad, comunicándome con el maestro/a de mi hijo/a, Measured Progress Inc., o el Departamento de Educación de Massachusetts.

Firma de Padre/Madre o Guardian _____

Fecha _____

FORMA DE PERMISO

Para Incidentes de Video y Grabación Audio y Fotografía de Estudiantes

Para los Padres o Guardián:
Este año el Departmento de Educación empezará a llevar a cabo la Evaluación MCAS Alterna en salones de clase en todos los estados. El maestro de su hijo/a estará entre aquellos que usan evaluaciones alternas con un número pequeño de estudiantes con incapacidades significantes que no pueden coger exámenes MCAS estandarizados, aún con acomodaciones de exámenes.

Uno o más estudiantes en la clase de su hijo/a participarán en la Evaluación MCAS Alterna durante el año escolar 2000-2001. Durante este proceso, el maestro de su hijo puede encontrarlo necesario en usar cámaras y grabadoras para obtener información educacional en estos estudiantes, para determinar cómo desempeñan ciertas actividades. Puede ser necesario para el maestro de su hijo/a en grabar la voz o imágen del estudiante, participando y envuelto en actividades de rutina en el salón de clase con otros estudiantes presentes en el salón. Por lo tanto, pueden haber ocasiones limitadas en la cual su hijo/a puede aparecer en grabaciones y/o fotografías, o su voz en grabaciones, aunque solamente incidentalmente. Su hijo/a no será identificado/a por nombre, ni se compartirán los archivos de su hijo/a con otros fuera de la escuela o distrito escolar para este propósito. Nosotros pedimos su permiso en que su hijo/a aparezca en videos y fotografías de esta manera. Muchas gracias.

Nombre del Estudiante _____

Nombre de la Escuela/Distrito Escolar _____

Nombre del Maestro_____

Firma de Padre/Madre o Guardián_____

Fecha_____

Participation Guidelines Checklist

In order to guide IEP and Section 504 Teams in decision making regarding student participation in MCAS, the Department has issued *Participation Guidelines for Students with Disabilities (Fall 1999)* that focuses on students who would participate more appropriately in MCAS through an alternate assessment. To ensure that Teams have made appropriate decisions in designating students for alternate assessment, teachers should review the following information, and the Participation Guidelines themselves, to ensure that the student meets at least one of the sets of conditions listed below. This checklist provides the opportunity for a "second look" at the student and will assist Teams in making appropriate assessment decisions in the future. If either of the conditions below do not exist, Teams should reconsider how the student participates in MCAS. Consider each box below and check the one that the IEP team determines does apply to the student. Photocopy this form as needed, and submit in the Introduction to the student's alternate assessment portfolio.

Student Name:_____ **Student Number (SASID):**_____

School or Program Name: _____

School District (if applicable): _____

Subject(s) in which the student has been determined to require an Alternate Assessment:

_____

Either of the following conditions should exist in order for the student listed above to participate in the MCAS Alternate Assessment. Check the one that applies to the student named above.

☐ The student's instructional program requires substantial modification to the instructional level due to the nature and severity of the student's disability(ies); and the student requires intensive, individualized instruction in order to acquire knowledge, make generalizations, and/or demonstrate skills in this content area; and the student is generally unable to demonstrate knowledge on a standard paper-and-pencil test, even with accommodations.

☐ The student is working at, near, or below grade level and is generally able to take a paper-and-pencil test under routine conditions, or with one or more allowable test accommodations. However, the nature and complexity of the student's disability may present him/her with unique and significant challenges in demonstrating his/her knowledge and skills on a test of this duration; or the format of a substantial portion of the standard MCAS test does not allow the student to demonstrate his/her knowledge and skills, and these challenges cannot be overcome by using allowable accommodations.

Information and Guidance on Completing the ENTRY COVER SHEET

A completed *Entry Cover Sheet* must be attached to each portfolio entry. A blank form is provided on the following page that may be photocopied as needed. The *Entry Cover Sheet* must provide the information described below.

➨ *An entry consists of three pieces of primary evidence, plus additional supporting evidence, that documents the student's mastery of skills and concepts in a subject area strand of the* Curriculum Framework. *Each entry must address one or more learning standards within the strand.*

1) STUDENT'S NAME and STATE-ASSIGNED STUDENT IDENTIFICATION NUMBER

2) The SUBJECT being alternately assessed: *English Language Arts; Mathematics; Science & Technology*; and/or *History and Social Science.*

3) The STRAND addressed by this entry: A **strand** is a cluster of learning standards based on a central theme, such as "Geometry and Measurement" in *Mathematics*, or "Life Sciences" in *Science & Technology*. If the entry is interdisciplinary (i.e., it documents learning in more than one subject), please identify the strands/learning standards in all subjects being addressed.

4) The LEVEL OF COMPLEXITY at which the student is addressing the learning standard(s): To what degree has instruction been modified to allow the student to participate in activities in this subject area strand? Check one of the areas provided.

5) What should the student be able to demonstrate as a result of instruction in this strand? Which "entry point" or other standards-based goal will be addressed by the student in this strand? Describe this in terms of what the student will be able to do as a result.

6) DESCRIPTION OF EVIDENCE: Each portfolio product (individual piece of evidence) must be described in order to familiarize portfolio reviewers with the goals and context of the activity in which the portfolio product was created. Provide a brief description of each piece, what it demonstrates, how it was produced and in what **format** (e.g., videotape clip, work sample, photograph, etc.), and the degree to which the student gave the desired response each time he or she participated in the task or activity.

7) ASSISTANCE AND SUPPORTS PROVIDED TO THE STUDENT by teacher, aides, peers, or others during instructional activities that led to creation of the portfolio products in this entry. Document the nature and frequency of any verbal, visual, or physical cues, prompts, or supports used to elicit a response from the student. Describe the use of any assistive technology or augmentative communication, if applicable. This information will document the student's independence in creating the portfolio products.

ENTRY COVER SHEET

Please attach a completed **Entry Cover Sheet** to each Portfolio Entry. (This form may be photocopied).

1) Student's Name:_____

2) State-Assigned Student Identification Number (SASID):_____

3) Subject for this entry:_____

4) Strand being addressed by this entry:_____

5) Level of complexity at which the student is addressing the learning standard(s) in this subject (Check appropriate level below):

_____Through activities that address the learning standards as they are written in the *Curriculum Framework* in this subject

_____Through activities that address the *Curriculum Framework* learning standards, but with extensive modifications

_____Through "access skills" embedded in instructional activities based on the *Curriculum Frameworks*

6) What should the student be able to demonstrate as a result of instruction in this strand?

The student will be able to…_____

_____

_____

7) Briefly describe each portfolio product (i.e., piece of evidence) included in this entry. Use a separate sheet of paper. Include the following information for each product:

- How was each piece produced?
- What does it show?
- How accurate was the student's performance? To what degree did the student give the desired response?

(Continued on following page…)

ENTRY COVER SHEET

(Page 2)

8) What **supports and assistance** were provided to the student during activities in which portfolio products in this entry were produced? (Check those that apply and identify the frequency.)

a) ____**Verbal cues and prompts** (for example, giving instructions or saying key words) provided to the student approximately_____% of the time. (A range may be listed, e.g., 20-40% of the time, if activities were conducted on several occasions over a period of time.) Below, **briefly describe** verbal cues and prompts used with the student. Attach additional paper, as needed.

_____

_____

b) ____**Visual cues and prompts** (for example, gesturing, modeling, pointing, or use of pictures) provided to the student approximately_____% of the time. (A range may be listed, e.g., 20-40% of the time, if activities were conducted on several occasions over a period of time.) Below, **briefly describe** visual cues and prompts used with the student. Attach additional paper, as needed.

_____

_____

c) ____**Physical cues, prompts, and assistance** (for example, touching the student or giving hand-over-hand assistance) provided to the student approximately _____% of the time. (A range may be listed, e.g., 20-40% of the time, if activities were conducted on several occasions over a period of time.) Below, **briefly describe** physical cues, prompts, and assistance used with the student. Attach additional sheets of paper, as needed.

_____

_____

d) ____**Other supports and assistance** provided to the student, including **assistive technology** and/or **augmentative communication** techniques or devices, approximately_____% of the time. (A range may be listed, e.g., 20-40%, if use of supports varied on each occasion the activity was conducted.) Below, **briefly describe** other supports and assistance provided. Attach additional sheets of paper, as needed.

_____

_____

-end-

PART VI

Technical Assistance Papers

This section is comprised of documents designed to assist educators in providing appropriate standards-based instruction to students with disabilities and in developing the components of the alternate assessment portfolio, as follows:

- **Technical Assistance Paper #1**:
  Access to the Massachusetts *Curriculum Frameworks* for Students with Disabilities
- **Technical Assistance Paper #2:**
  Guidelines for Generating High-Quality Portfolio Products
- **Technical Assistance Paper #3:**
  Guidelines for Preparing Videotaped Entries for a Portfolio
- **Technical Assistance Paper #4:**
  Guidelines for Collecting Instructional Data on Student Performance

Access to the Massachusetts *Curriculum Frameworks* for Students with Disabilities

A. How Students with Disabilities Participate in the General Curriculum

Recent federal legislation (*IDEA-97*) requires that students with disabilities be given the opportunity to participate in the general academic curriculum, as outlined in each state's *Curriculum Frameworks*. Additionally, the new Massachusetts IEP directs Teams to identify academic goals for students with disabilities and reinforces the idea of an academic curriculum intended for all students.

Initially, in order to identify appropriate academic goals for their students, IEP Teams should become familiar with expectations for all students defined in the seven subjects of the Massachusetts *Curriculum Frameworks*. The subject matter, key concepts, and skills that all students are expected to learn are defined in "learning standards" in each *Framework*, including benchmarks for student performance at specific grade levels.

Instruction based on these learning standards provides access to the general curriculum for students who have significant disabilities, as required by law, and creates a number of inclusive instructional opportunities for these students. Exposure to academic subject matter allows students with significant disabilities to excel in new areas of learning, gain familiarity with the world of ideas and abstract concepts, and become engaged in learning the same curriculum that all students receive.

To set instructional goals at the appropriate level for individual students, it is critical that special educators are familiar with learning standards in the subject being assessed and that they actively participate in the development of standards-based activities, with necessary adaptations and modifications customized for each student. It is also important for special and general educators to collaborate frequently and regularly and to look together for ways to increase the involvement of students with significant disabilities in general education activities and routines.

Students with disabilities can access the *Curriculum Framework* learning standards in four specific ways:

1) through the same activities as other students, addressing the standard(s) as written, with the same (or similar) expectations for performance as for peers at a particular grade level

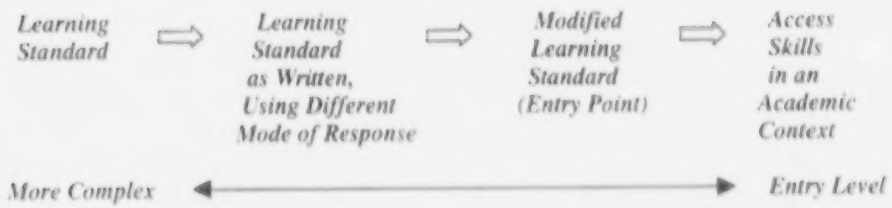
2) through the same activities as other students, addressing the standard(s) as written, with the same (or similar) expectations for performance, but using a different method of presenting materials and/or mode of response by the student (e.g., dictating or recording answers, using assistive technology, augmentative communication, Braille, etc.).

3) through activities that address the standard(s) at lower levels of complexity and difficulty than those of their grade-level peers, with appropriately modified performance expectations

4) through social, communication, and motor "access skills" that have been incorporated into, or embedded in, standards-based learning activities.

A continuum of ways in which students can participate in the general curriculum is shown in Figure 2, proceeding from more challenging goals to those at lower levels of complexity and difficulty.

Figure 2


Learning Standard
Learning Standard as Written, Using Different Mode of Response
Modified Learning Standard (Entry Point)
Access Skills in an Academic Context
More Complex
Entry Level

IEP Teams should select educational goals for individual students that are challenging but achievable at the highest level appropriate to the student. In some cases, it may be appropriate for a student participating in an alternate assessment to address the learning standards exactly as they are written, at or near the performance levels defined for grade-level peers. He or she may need to demonstrate knowledge of the learning standard using a different "format" than other students. For example, Jesse, who does not speak, uses a system of augmentative communication to give a prepared speech. Emily uses an interpreter to give her speech. Casey uses large print to read and write stories, while Caleb uses Braille. The students' responses in each case are essentially equivalent, but each uses a different format for his or her response.

Students with significant disabilities will, in most cases, access learning standards that have been modified by varying degrees, along with similarly modified performance expectations, to reflect lower levels of complexity and difficulty, as appropriate for each student. Instruction should maintain the focus and essential meaning of the learning standard, regardless of whether the learning activity occurs in a separate setting or alongside grade-level peers. Instructional activities for this population will ideally focus on "authentic" and real-life applications of skills and concepts, such as interdisciplinary activities and extended hands-on projects that allow students a range of opportunities in which to demonstrate their abilities. Examples of instructional ideas for these students and a range of expectations for their performance can be found in the *Resource Guide to the Curriculum Frameworks for MCAS Alternate Assessment*. Other instructional ideas in specific subjects can be found in the *Curriculum Frameworks*.

Many students with very complex and significant disabilities may only be able to access learning standards through specific "functional" (i.e., social, motor, and communication) skills identified in their IEPs, and presented within the context of standards-based instruction (see the examples provided below). When students practice individual skills as part of daily academic instruction, they are participating in the general curriculum, although at an entry level. When these skills are taught in isolation from an academic curriculum, they will continue to be the subject of ongoing special education progress reporting, annual reviews, student evaluations, and three-year re-evaluations, although such isolated skills will not be assessed through the MCAS Alternate Assessment.

B. Designing Standards-Based Instruction

The following examples illustrate how standards-based instruction can be designed, and appropriate academic goals identified, for students with significant disabilities. The following sample is based on Learning Standard 3 of the *English Language Arts Curriculum Framework*, which states that "Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed." Following instructional activities listed for each grade level are four ways in which students with significant disabilities could access this particular learning standard.

At grades 3-4 (or at an equivalent age), a suggested instructional activity might be for students to give a presentation of information they have acquired from a visit to the Children's Museum.

1) Jennifer gives an oral presentation on the museum visit, as do her classmates (standard as written).
2) Jamie gives a presentation about the museum visit using her "Intro-talker" (different mode of response).
3) Jeffrey shares two to three photographs of favorite exhibits with a smaller group of students (modified learning standard).
4) Amber reaches for, grasps, and activates an electronic switch that advances slides of the museum trip when prompted by a peer (access skill).

In each case, students are engaged in an age-appropriate activity with their nondisabled peers but with varying expectations for outcomes.

At grades 5-8 (or at an equivalent age), a suggested instructional activity addressing the same learning standard might be for students to modify and adapt their original science project presentation to parents for a class of third graders.

1) Julie uses illustrations and simple terms to explain her science experiment to third graders (standard as written).
2) Allison and her interpreter give an animated computer presentation to third graders (different mode of response).
3) Kenneth actually demonstrates his experiment for third graders, reading key phrases from cue cards (modified learning standard).
4) Penny uses big-button switches to identify magnetic and nonmagnetic objects for a smaller group of students (access skill).

Again, each student addressed the standard at an age-appropriate level through an inclusive group activity. Kenneth and Penny are working on applied skills that are more functional in this context.

At grades 9-12, opportunities to apply skills in "real-world" situations become even more important. In the following situations, activities and expectations have been customized for each student to meet his or her unique needs, while maintaining the focus on English Language Arts Learning Standard 3.

1) Casey studied Martin Luther King's "I Have a Dream" speech and then developed a persuasive presentation on disability issues (standard as written).

2) Ellen studied the speeches and writings of Helen Keller and Anne Sullivan and prepared a persuasive speech delivered with assistance from an interpreter (different mode of response).
3) Eric shows a potential employer a videotaped resume describing his job skills (modified learning standard).
4) Angela activates a switch to play tape-recorded selections of other famous speeches (access skill).

C. Addressing the General Curriculum Through "Access Skills"

The following examples highlight in detail the ways in which social, communication, and motor skills can be addressed in a range of settings and contexts through standards-based instructional activities.

Example 1:
Matthew is a 16-year-old student. One of Matthew's goals is to reach for, grasp, retrieve, and manipulate objects and tools that he will use to gain access to his environment and to the general curriculum. Matthew benefits from verbal cues as well as visual representations of the objects he will retrieve. Each morning, Matthew works on these skills independently at home by using his walker to locate his closet, choosing a shirt to wear, reaching for and grasping it, and putting it on his bed. Matthew also applies this skill in an academic context by participating in an Astronomy lesson in his inclusive science class. During one activity of this interdisciplinary unit, Matthew must reach for and grasp several styrofoam balls of the appropriate size to create replicas of the planets of the solar system. He further addresses this goal by reaching for, grasping, and manipulating scissors, paintbrushes, and other utensils, with physical assistance, to create his planetary models. Matthew addresses these skills again as part of an after-school recreational activity assisting the basketball team. He reaches for and grasps the appropriate numbers for the team's scoreboard (given a choice of two numbers from 0–9), and posts each number as the score changes throughout the team's practices and scheduled games. In this activity, Matthew is working on his goal of reaching/grasping while also making appropriate sequential number choices. In the course of Matthew's daily routine, he has addressed several goals, demonstrated real-life applications of the skills he is addressing, and has participated in these activities across three settings (home, inclusive classroom, and gymnasium).

Example 2:
Eddie uses a special adapter called an ABLE-NET designed to activate an on-off switch for a number of electronic devices. Eddie had been working on turning his head to activate the switch placed on his wheelchair head-support in order to turn on the radio, light, fan, etc. His special education teacher has made a connection to the *Science & Technology Framework* and has embedded a number of access skills in an interdisciplinary unit on oceanography. She has acquired several large boxes with which to make dioramas to simulate the ocean floor. Other members of the teaching staff work together to lead different activities central to the unit, such as reading books about the ocean, discussing what is in the ocean, creating animals and plants found under the water, demonstrating colors and textures, and ultimately assembling the products in the diorama. Along the way, a range of access skills are addressed by individual students, such as responding to others and to environmental stimuli, requesting assistance, making choices, using art supplies (glue, scissors, etc.) with physical assistance, and recognition of cause and effect for students like Eddie who use a head switch. Several shiny fish, shells, and plants are hung from the ceiling of the diorama, and several holes are cut in the back of the diorama. The teacher places colored light fixtures into each hole and connects an ABLE-NET switch to these. Another ABLE-

NET switch is connected to a fan, which is placed in front of the diorama. Each time these switches are activated, the shiny and glittery objects light up, and the fish appear to "swim." Eddie seems more motivated than usual to activate his head switch. He displays great satisfaction when he activates the light and fan switches and responds to the movement and light with a wide grin and happy vocalizations. Eddie also leans forward to orient himself more closely to the diorama, although it is quite a struggle for him to do so. Ultimately, Eddie is able to participate meaningfully in a rich and complex academic unit applying his access skills in an entirely new context.

Example 3:
Melissa, a twelve-year-old, attends middle school where much of her school day is spent within a self-contained classroom, though she participates in homeroom and seventh-grade social studies in a general education setting. Her strengths are in following well-established routines and in meeting previously defined expectations for behavior. She is nonverbal and uses a communication device to respond to and initiate conversation with others. Because Melissa is a strong visual learner, she benefits from picture cues to help her understand the sequence of steps in a routine and to comply with rules for her behavior. Melissa can learn new routines if they are organized and presented to her in no more than three specific steps. Appropriate behaviors are represented through photographs/picture symbols on a clipboard: for example, quiet hands; quiet voice; and sitting/walking without disturbing others. A Velcro strip is placed on Melissa's clipboard with space to attach each of three picture cards as she completes the corresponding action with appropriate behaviors. After completing the third step in her directions, Melissa reaches the "break" card on the clipboard and earns a five-minute break in which she is allowed to play with an object chosen from her "sensory box" (hand massager, ball, vibrating pen, etc.). Melissa uses this visual-guide technique to address her goal of following directions and applying rules of appropriate behavior throughout the day.

Each day, Melissa addresses the task of organizing her belongings as she arrives at school and goes to her assigned desk where her clipboard has been placed. There are three pictures in an envelope labeled "HOMEROOM" with a picture of Melissa at her desk. Melissa removes the three pictures from the envelope and proceeds with her morning routine involving three sequenced steps: taking her binder out of her backpack and placing it on her desk; removing her wallet from her backpack and placing it inside her desk; closing her backpack, walking to her locker, placing her backpack inside, and closing the locker door before returning to class. As she completes each activity, Melissa places the corresponding picture card on her clipboard. When she has completed this routine, Melissa earns her break.

Melissa also attends social studies class each day with the assistance of an aide. As part of a unit on *Immigration in America*, Melissa's teacher discusses the novel "Wildflower Girl" by Marita Conlon-McKenna, about a girl who leaves her family in Ireland to live in America in the 1840s. In an activity called "Read-Around," students are paired and assigned to read a particular chapter in the novel, summarizing the major characters, places, and events. Afterward, students take turns retelling the story in sequence. In her role as class "timekeeper" for this activity, Melissa works on following rules and using her clipboard. When Melissa hears the timer ring, this is the direction/cue/rule to reset the timer for five more minutes for the next student narration. Once Melissa has kept time for three pairs of students, she is given a five-minute break with an object chosen from her sensory box. Melissa also works with her assigned peers to summarize their assigned chapter. Her peers give her auditory and gestural cues, as needed, to present their chapter

summary in a three-picture sequence. Melissa again earns her break after the third picture is placed on the clipboard.

Melissa also works on her goal of following directions and behaving appropriately as she performs her job delivering daily attendance sheets from different classrooms to the office. In performing these activities, Melissa addresses her "access skills" in three specific contexts: functional (personal management and vocational domains); academic (Mathematics, History and Social Science); and through activities that integrate both functional and academic approaches.

In conclusion, as teachers become increasingly familiar with curriculum design based on learning standards and have the opportunity to try out new approaches based on standards-based instruction, these learning opportunities may become more routine. At first, educators will require guidance and support in order to accomplish this. This is a normal stage in the development and implementation of new approaches that challenge traditional ways of thinking.

D. List of Access Skills

The following is a partial list of skills that can be embedded in academic instruction to provide access to the general curriculum.

SOCIAL SKILLS
Initiate or join in activity
Self-regulate behaviors
Express emotions
Follow rules
Provide positive/negative feedback to others
Respond to cues
Provide information/offer assistance
Request/accept assistance
Indicate preference/make choices
Cope with negative situations
Terminate/withdraw from an interaction or activity

COMMUNICATION SKILLS
Acknowledge a person's arrival or departure
Provide comments and descriptions
Request the attention of others
Request assistance
Express needs/wants through physical activity or communication system
Indicate acceptance/rejection of an object
Communicate choice or preference
Pay direct attention to person or object
Take turns
Recognize cause and effect of physical actions
Express ideas, beliefs, and emotions nonverbally, such as through visual art, music, role-playing, or body movement

MOTOR SKILLS

Assume and maintain posture and position
Travel from one location to another (mobility)
Use hands or utensils to reach, grasp, retrieve, and release objects (fine motor skills/manipulation)
Speak, eat, drink, swallow (oral motor functions)
Fix and shift eye gaze, orient, scan (visual functions)

Pamela Green of The Education Cooperative (TEC) contributed a draft of this document, including many of the examples.
Jacqui Farmer Kearns (University of Kentucky) generously shared a draft of her book chapter on *Accessing Standards and the General Curriculum: A Framework for Students with Significant Disabilities* (2000, in press).
The functional domains and the list of skills were adapted from: Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (1989). *The Syracuse Community-Referenced Curriculum.* Baltimore: Paul H. Brookes.

Technical Assistance Paper #2

Guidelines for Generating High-Quality Portfolio Products

A. What Is a High-Quality Portfolio Product?

Portfolios are most effective when they employ a range of media, strategies, and approaches to document student learning. For example, videotape, data charts, and a variety of student work samples can present vivid and compelling evidence of student achievement when each of these supports and reinforces one another (a term known as *triangulation*). High-quality work is produced when students address appropriately challenging subject matter and engage in tasks that require multiple steps to complete. Products resulting from such activities are ideal for including in the alternate assessment portfolio because they provide clear, detailed, and original evidence that learning has occurred.

Portfolio products must be, to the maximum extent possible, the original work of the student. When work is produced by others for the student, or demands little effort on the part of the student, or documents only how well a student has memorized information, it provides neither the depth nor the richness of information required by reviewers to adequately score the portfolio entry.

The MCAS Alternate Assessment portfolio should, in all cases, acknowledge and value the student as the primary creator, author, and owner of his or her portfolio products. Indirect evidence provided by peers, parents, employers, and others may be included in the portfolio as long as it supports and enhances, rather than discourages or diminishes, the student's best effort to present his or her accomplishments. The intent is for such evidence to present a more complete understanding of the student's performance, without substituting the work of others.

B. Instructional Modifications

Teachers and other members of the student's alternate assessment team should consider the following questions and examples as they make decisions about generating, collecting, and selecting products for the student's portfolio.

- *What instructional activities, customized for the student, would address the skills and concepts outlined in the learning standards for a given subject?*

  Classroom example: Middle school students are investigating how a bridge supports the weight of objects on its surface. Students create models of bridges using sheets of paper of varying thickness that have been folded like accordions. Students suspend their bridge between two inverted plastic cups and place a third empty cup on top of the bridge surface. Working with partners, they take turns adding pennies to the cup until each bridge collapses under the weight of the pennies, graphing the results based on paper thickness, and again based on the number of folds in each sheet. They make predictions regarding the number of pennies that can be placed in the cup before the bridge collapses, and then test their predictions. They draw conclusions regarding the strength of a bridge based on heavier versus lighter stock, and fewer or more folds, and derive a formula to predict results in the future. This unit addresses skills and concepts in both the *Science & Technology*

Curriculum Framework (performing experiments; making observations; gathering, recording, and interpreting data; and principles of Physical Sciences); and the *Mathematics Curriculum Framework* (Patterns, Relations, and Functions; and Statistics and Probability).

In this inclusive classroom setting, the work has been customized for Jeremy and Anna, both of whom have significant disabilities, in the following ways:

- Jeremy works with a partner to design, fold, and suspend their bridge, and places pennies in the cup on the bridge surface. He examines other bridges in the room and compares them with pictures and diagrams of actual bridges in a textbook. He counts the pennies that were used for each bridge and writes the numbers on a chart. Once he can perform these activities, he predicts the outcome of several additional attempts.
- Anna points to a number on her picture board corresponding to the number of pennies to try out, and chooses which bridge to test. She participates in the activity in a small group.

- *What primary products and supporting documentation from this instruction would be sufficient to indicate the student's knowledge, abilities, and skills in the learning standard(s)?*

  In the classroom example above:

  - Jeremy's portfolio could include his data recording sheet; instructional data indicating the percentage of correct responses by Jeremy as he counted and recorded the number of pennies; a statement by Jeremy, either on audiotape or dictated and transcribed by a classmate, describing which bridge held the most pennies; and supporting data in the form of notes from Jeremy's partner describing Jeremy's participation, along with a photograph of the two partners at work.
  - Anna's portfolio entry could include the teacher's instructional data indicating the number of times Anna used her picture board independently, as well as her choice of bridges to test; videotape of Anna using her picture board in this activity; and supporting evidence, such as photographs of Anna participating in the activity with her partner and notes from other students who helped Anna participate in the activity.

- *How could Anna and Jeremy become more involved in decision making, monitoring, reflection, and evaluation of their own work?*

  In the above classroom example:

  - Jeremy double-checks his calculations as he counts pennies and records the total, making corrections as necessary (perhaps with the assistance of a classmate). He dictates a paragraph describing what he has learned from doing the investigation and what he feels he could work on to do even better next time.
  - Anna uses her favorite rubber stamp on a worksheet indicating "good work" or "need to work harder." She indicates her favorite part of the activity when given appropriate visual options to choose from.

- *How independent were these students during this activity?*

- During this activity, the teacher records information on a chart indicating the level of independence demonstrated by each student, and the supports (cues, prompts, and other assistance) they received. She notes any changes in how much assistance they required as the activity progressed. Notes from peers who either observed or assisted the student provide support for how independently the student performed the task.

C. Additional Considerations

Educators may want to consider the following suggestions for creating high-quality products and for maintaining alternate assessment portfolios:

- Students should maintain "working" portfolios in their classroom that they periodically examine, reflect upon, and select work either to bring home or keep in the portfolio.
- Portfolio contents should be shared throughout the school year with parents, other teachers, and IEP Team members.
- Students' strengths and abilities should be emphasized and described in positive terms.
- Standardized items, such as worksheets, quizzes, and other teacher-designed products, do not by themselves provide sufficient evidence to enable portfolio reviewers or others to gain a comprehensive picture of the student. When these are part of a portfolio, they should be accompanied by instructional data (graph or chart) that document student performance and progress on these tasks and activities on at least two other occasions over a period of time.
- Portfolio entries will receive higher scores when they clearly demonstrate:
  - accurate performance in one or more learning standards in a subject.
  - skills and concepts applied in a variety of settings.
  - Problem solving and decision making.
  - monitoring, self-evaluation, and reflection.
  - originality of student work.
  - independence on the part of the student in performing a task or initiating a response.

Guidelines for Preparing Videotaped Entries for a Portfolio

A. Rationale for Using Video

Videotape can provide clear, objective, and accurate documentation of a student's accomplishments and allows independent observers to make accurate judgments about the performance. Videotapes of students either performing structured tasks, or engaged in routine or specially designed classroom activities, can be created by teachers, related service staff, or families. Video is particularly useful in demonstrating the performance of a student with significant or complex disabilities whose output of tangible work is limited. Photography, by contrast, is less reliable in accurately portraying a student performing a task.

B. Videotape Applications

Videotape can provide evidence to satisfy many requirements of the alternate assessment, such as:

- recording the student performing a specific skill;
- recording the student engaged in activities in multiple settings and with other people;
- recording the student receiving specific supports, or using communications devices or assistive technology;
- recording instructional data by repeating the same "script" at regular intervals (e.g., every few days);
- recording performance in different circumstances to determine whether desired responses are more likely to occur in one context or another;
- recording the student's introduction to the portfolio, particularly if the student is unable to write or use a word processor; and
- information-sharing among professional staff who work with the student, and between the school and parents.

C. Suggested Protocol for Videotaping

Procedures for creating effective videotape clips for the student's portfolio are outlined below.

1. Gather suggestions from all relevant parties, such as the student, family, teachers, related service personnel, peers, employers, and human service agencies, to plan the goals, logistics, and content of the videotape.

2. Make sure the environment is properly arranged and all materials are gathered and in place before videotaping begins so the flow of the activity is not unnecessarily interrupted.

3. Ask another person to operate the camera if the teacher intends to work with the student. Make sure this person is acquainted with the operation of the video equipment and that the equipment is in good working order (e.g., batteries are charged, blank videotape is inserted, etc.) before taping begins.

4. The novelty of taping may disrupt the child's routine, or distract the attention of the child, resulting in an inaccurate record. For this reason, the camera and operator should be as unobtrusive as possible. It may be helpful if videotaping becomes a part of the child's routine so the novelty does not affect the student's performance.

5. Written consent must be obtained from the parent, guardian, or student (if over 18 years of age) before taping can occur. If a student's peers are shown in the tape, consent must be obtained for them as well. Written consent must be obtained from the parent or guardian on an annual basis. *Consent Forms* are provided in Part V of this manual for this purpose.

6. When taping in a location outside the student's classroom, and especially if taping is to occur in a building other than the child's school, obtain permission to conduct videotaping on the site from an authorized person.

D. Method and Content

1. An informal "script" should be developed to plan the sequence of events and persons responsible. The script should be kept with the tape to serve as a record of its contents.

2. The total time of the profile is important. Each taped section should be limited to five minutes. If reviewers are forced to view a long, tedious video clip, they are not likely to score it as favorably as they might a clip that gets right to the point. Try not to include any nonessential material or overly repetitive actions.

3. Editing the videotape may be necessary to condense and eliminate unnecessary or repetitive footage. Basic editing can be accomplished fairly simply by using two VCRs. If editing is not possible, try to plan ahead so there are enough days available in which to tape the student performing only the desired skills and activities.

4. Ideally, video clips will depict the student engaged in activities being targeted specifically for alternate assessment. To the extent possible, all aspects of the activity should be demonstrated by the student, rather than shown by a caregiver.

5. While some narration during these activities is acceptable, professionals and parents should not be conducting extraneous conversations within earshot of the camera, either about the student or on unrelated topics. Narration should not occur while actually taping the student if it would distract or upset the student, disrupt the routine, undermine the student's privacy or respect, or in any way alter the student's performance of the activity. However, commentary can be provided in writing on the *Portfolio Entry Sheet*, or may be incorporated verbally in the tape, either prior to or after the student has been videotaped, or as "voice-over" during the editing process.

6. Taping should occur early in the school year and at frequent intervals thereafter. By obtaining an early "baseline" of information, subsequent demonstrations of the student's progress and achievements will be more accurate, and selection of video clips for the portfolio will occur more efficiently.

E. Privacy, Confidentiality, and Authenticity

The following important guidelines for videotaping must be followed at all times:

1. The student's privacy and confidentiality must be respected in the following ways:

   - Photographs and/or videotape of toileting, bathing, feeding, or other personal routines must not be included in portfolios.
   - Confidential information, such as the nature of the student's disability, should be disclosed only by the student.

2. Student work may neither be altered nor fabricated in a way that provides information that is false or portrays the student inaccurately.

Guidelines for Collecting Instructional Data on Student Performance

One effective alternate assessment strategy entails recording information (*instructional data*) on the performance of a student during a task or activity. Typically, data would be recorded by the teacher (or other adult) as the student applied concepts and skills in the targeted academic area during either routine classroom instruction or during tasks and activities set up specifically for the purpose of assessing the student. Then, data is collected each time the student performs the activity on several other occasions. The teacher or other adult records information on what the student was able to accomplish during each attempt.

Instructional data is "primary evidence" of a student's performance; that is, the evidence is direct, descriptive, and leaves little doubt that the student performed the task or activity at the level described. A portfolio entry is complete when evidence is provided that illustrates the student's performance from a variety of perspectives in a range of settings and contexts, over a period of time. Therefore, instructional data should be provided as part of each entry.

Instructional data should measure the accuracy (i.e., the percentage of times, or number of occasions, in which the student gave a correct or desired response) and the consistency (i.e., the extent to which the student performed similarly when the activity was conducted on several occasions) of the student's performance. A data sheet set up for this purpose should contain a brief written description of the activity, plus the context or circumstances in which the activity was conducted and observations made. The following information must be recorded on the data sheet in order for it to provide "primary evidence" of the student's accomplishments:

- the setting(s) in which the task or activity took place;
- the adults or peers who assisted the child;
- the degree of assistance provided to the student;
- the number of occasions on which the activity was conducted;
- the dates on which the activity was conducted; and
- evaluation and/or reflection by the student on his or her performance.

The following steps should be taken before collecting instructional data on a student's performance.

Step 1: Clearly identify the knowledge, skills, and behaviors to be observed and documented. In the following examples, the observable behaviors have been underlined.

- Jeffrey will read the directions.
- April will reach and grasp the utensil.
- Jeremy will choose among three items.
- Andrea will count her change.

Step 2: Define the criteria for an acceptable performance. The desired outcome in each of the following examples has been underlined.

- Jeffrey will read the directions correctly 3 times in 5 attempts over 3 consecutive days, or 60% of the time.
- April will reach and grasp an object 4 times in 5 attempts over 3 consecutive days, or 80% of the time.
- Jeremy will choose among three items 5 times in 5 attempts, or 100% of the time.
- Andrea will count her change correctly and independently 4 times in 5 attempts, or 80% of the time.

Step 3: List some or all of the activities in which the student will perform the task.

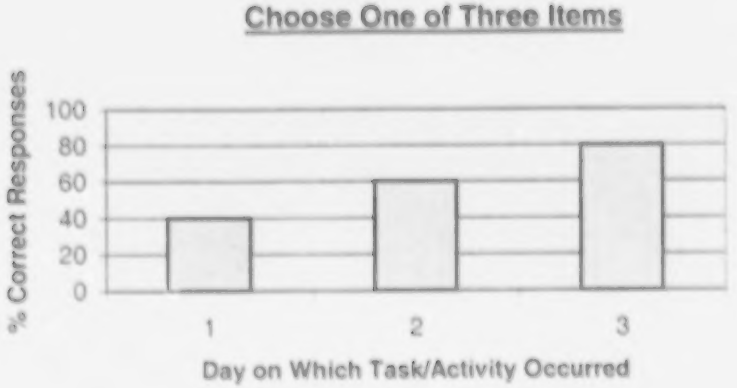
- Jeffrey will read the directions correctly 3 times in 5 attempts over 3 consecutive days in the following activities: preparing a snack, assembling a model, filling out a form, using a vending machine, using an appliance.
- April will reach and grasp 4 times in 5 attempts over 3 consecutive days in the following activities: turning pages at the appropriate moment, selecting and using markers or stamps, putting away laboratory equipment, passing out materials, handing in homework.
- Jeremy will choose among three items 5 times in 5 attempts in the following activities: choosing a book, choosing computer software, choosing a friend to work with, choosing a marker color, choosing a healthy snack.
- Andrea will count her change correctly 4 times in 5 attempts in the following activities: purchasing a drink at the vending machine, purchasing lunch, purchasing supplies at the school store, purchasing a snack.

Step 4: Determine how the assessment activity will be set up and conducted. Examples of assessment strategies for each learning standard can be found in the *Resource Guide to the Curriculum Frameworks for MCAS Alternate Assessment.*

Step 5: Design a data collection sheet. In the example below, the frequency of occurrence of the desired response given by Jeremy is measured for each situation and setting in which it occurs.

Behavior	Activity	Date 8/9	8/12	8/16			Settings	Notes
Choose between 3 items	Book	+	+	+				
	Software	-	+	+				
	Friend	-	-	+				
	Marker	+	+	+				
	Snack	-	-	-				
Criterion 4/5 correct		40%	60%	80%				
Code: (+) = correct (-)= incorrect (I)= Independent (Vb)= verbal prompt (Vs)= visual prompt (P)=physical prompt								

Step 6: Record data on a chart, graph, or data sheet. The simple bar graph below can either be designed by hand or generated by a computer.



Step 7: Have the student reflect on his or her performance. Ask questions such as those listed below and record the student's responses on a "reflection sheet." The student may want to use picture symbols to describe perceptions and feelings. Discuss an instructional goal to work on for next time.

a) What did you like best about the activity?
b) What did you do?
c) Did you improve, stay the same, or make too many mistakes this time?
d) Next time you need to work on _____.

Two examples of forms used by teachers to collect instructional data are provided on the following pages (thanks to Donna Ferreira, Fall River Public Schools).

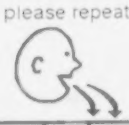
Example 1. **Data, Reflection, and Goal-Setting that can be completed by teacher and student:**

1. **I will point to the word when it is named.**

Today/Number Right	1	2	3	4	5	6	7	8	9	10
Last Time/Number Right	1	2	3	4	5	6	7	8	9	10

How did I do? Better Same Worse

2. **Ask for the word to be repeated.**



Today/Number Right	1	2	3	4	5	6	7	8	9	10
Last Time/Number Right	1	2	3	4	5	6	7	8	9	10

How did I do? Better Same Worse

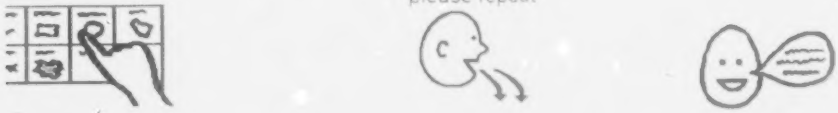
3. **Say the word aloud.**

Today/Number Right	1	2	3	4	5	6	7	8	9	10
Last Time/Number Right	1	2	3	4	5	6	7	8	9	10

How did I do? Better Same Worse

Next time I have to work on:

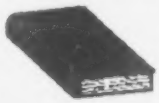
1. Pointing to the right words. **2. Asking for repetition.** **3. Saying the word aloud.** **4. Other:**



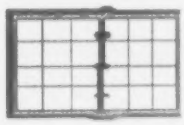
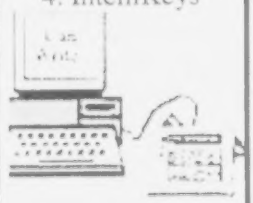
Example 2. **Activity choice sheet** in which picture communication symbols substitute for verbal or written information for a student who is unable to use these to communicate. This sheet can be used to document choices and decisions made by the student, as well as the number and range of settings in which the learning activities occur:

Student's Name _____

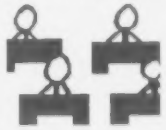
Reading Choices:

1. Read Story	2. Word Cards	3. Letters and Sounds	4. Other
	city tree nest bird	Aa Bb Cc Dd Ee Ff	

What will I read with?

1. Computer	2. Macaw	3. Communication Book	4. IntelliKeys	5. Other
				

Where will I read?

1. Library	2. Classroom	3. Home	4. Speech Room	5. Other
				

Who will I read with?

1. Friend	2. Teacher	3. Family	4. Other

APPENDIX A

Glossary

The following terms are used in the context of the MCAS Alternate Assessment:

Access Skills

Motor, social, and communication skills applied and practiced (or "embedded") within the context of instructional activities based on the Massachusetts *Curriculum Frameworks*. This allows a student with a significant disability to gain entrance, or access, to and participate in the general curriculum, as required by *IDEA-97*, the federal special education law.

Accommodation

1. *Instructional:* A modification or change in the method of teaching that does not alter the subject matter being taught, but allows a student to receive information in a more effective manner, particularly in a general education setting.

2. *Assessment:* Changes in the routine conditions under which a student takes the MCAS tests, either through alterations in test setting, scheduling, format for presenting the test (Braille or American Sign Language, for example), or how a student responds to test questions (using a word processor or through a scribe, for example). Accommodations do not alter either the content of the test, what the test is designed to measure (for example, dictating a student's ELA Composition to a scribe alters what the test is designed to measure, i.e., a student's ability to express ideas in writing), or the comparability of student scores.

Accuracy

The degree to which a student gives the correct or desired response during a specified task or activity.

Age-Appropriate

Instructional methods, tools/materials, educational resources/topics, and academic activities used with a student with disabilities that are consistent with those used by nondisabled peers of the same chronological age.

Alternate Assessment

A substitute way of gathering information on the performance and progress of students with significant disabilities who, because of the nature and complexity of their disabilities, cannot participate in standardized assessments even with accommodations.

Assessment

The process of collecting data for the purpose of making decisions about individuals, groups, or educational systems.

Assistive Technology

Tools and methods that enhance a student's ability to have access to academic curriculum, social relationships, employment, and his or her environment in general. Assistive technology may consist of relatively simple adaptations, such as pencil-grips (and other adapted hardware) and picture-communication symbols; or, it may consist of more complex electronic or computer-based adaptations, such as touch screens or specially designed software that promotes the independence of a student with disabilities.

Augmentative Communication

A range of techniques and systems used with individuals without vocal ability, or with language and/or speech disorders, to aid in the interaction with other individuals in their environment and/or supplement existing vocal or verbal communication skills. These may consist either of nonverbal communication methods (i.e., gestures, eye movements, or facial movements), manual communication (i.e., sign language), or other modes (i.e., picture-based, electronic devices, etc.).

Autonomy

The degree to which supports, prompts, and cues are required to elicit an ***independent*** performance by the student in a specified task or activity.

Content Area

The academic subject or discipline in which a student receives instruction and in which he or she will be assessed.

Cues

Assistance given to a student in order to increase the likelihood that the student will give the desired response (see ***Frompt, Supports***).

Curriculum Frameworks

Documents developed by the Massachusetts Department of Education in seven ***content areas*** (also called *subjects* or *disciplines*) that outline guiding principles for instruction, along with core concepts, skills, and subject matter that all students are expected to know and be able to do by the time they graduate high school. Each *Curriculum Framework* organizes learning into ***strands*** that constitute the major themes of the discipline; for example, "Physical Sciences," "Life Sciences," and "Earth and Space Sciences" are strands within the *Science & Technology Curriculum Framework*. Each strand is comprised of one or more ***learning standards*** that describe in specific terms what a student should be able to accomplish. Performance benchmarks for student achievement at specific grade levels are also defined that allow educators to plan sequential and comprehensive instruction in the discipline.

Documentation

Evidence, information, and/or data on a student's performance and achievement of skills and concepts defined in a strand or in one or more learning standards of a subject.

Electronic Portfolio

A computer-based system of data collection on a student's performance or achievement that consists of one or more of the following: student profile and other IEP information; audio/video clips; scanned digital images; instructional data; and other pertinent information that is stored in data files. Electronic portfolios can be used to document current student achievement levels and to track student progress in meeting educational goals.

Entry

Documentation in an alternate assessment portfolio of a student's level of achievement of concepts, skills, and knowledge within a specific subject area ***strand***. A ***portfolio entry*** consists of up to three pieces of ***primary evidence***, plus other ***secondary evidence*** that provides information in support of the level of learning attained by the student.

Entry Cover Sheet

A page completed by the teacher and attached to each ***entry*** in a student's portfolio that describes the ***evidence*** being submitted.

Entry Points

Curriculum Framework learning standards that have been modified for students with significant disabilities to reflect lower levels of complexity and difficulty while retaining the essential meaning (***essence***) of the learning standard itself. Entry points are designed to provide IEP Teams with appropriately challenging, but achievable, goals for the student that are based on the Massachusetts *Curriculum Frameworks* (i.e., the "general curriculum"). Examples of entry points may be found in the *Resource Guide to the Massachusetts Curriculum Frameworks for MCAS Alternate Assessment.*

Essence (of the Standard)

A brief summary of the key concepts, skills, and content outlined by a learning standard. The essence of each standard is described in the *MCAS Alternate Assessment Resource Guide to the Massachusetts Curriculum Frameworks* and is designed to assist educators in determining appropriate standards-based instruction for students with significant disabilities.

Evidence

Information, data, or other documentation in an alternate assessment portfolio that demonstrates a student's level of knowledge and achievement. Several ***portfolio products***, or pieces of evidence, together comprise a portfolio ***entry***.

General Curriculum

Instruction received by nondisabled peers who are of the same chronological age as a student with a disability. In Massachusetts, the general curriculum is defined as the subject matter outlined in the learning standards of the *Curriculum Frameworks*.

Generalization

A student's ability to demonstrate mastery of a skill in multiple instructional and/or community settings.

Independence

The degree to which a student initiates performance of the task or activity; is self-sufficient in completing the task or activity; and requires verbal, visual, and/or physical assistance to give a correct or desired response.

Instructional Data

A written record of how well or how frequently a student performed during several administrations of a specific task or activity conducted over an interval of time. Instructional data may consist of charts, graphs, or teacher narratives that record observational information in measurable terms.

Interdisciplinary

Instruction, curriculum, and student learning that is connected across the learning of two or more academic subjects.

Learning Standard

Descriptions of specific knowledge, skills, and concepts in an academic discipline (***content area, subject***) that a student is expected to know and be able to do prior to graduating high school.

Level of Complexity

The degree to which actual academic instruction reflects grade-level expectations for a particular student; the extent to which instruction in the *Curriculum Framework* learning standards has been modified to reflect lower levels of complexity and difficulty. Levels of complexity may be defined generally as follows, listed from more to less complex: Learning Standard as written in the *Curriculum Frameworks* → Modified Learning Standards (or Entry Points) → Access Skills embedded within academic instruction.

Linkage (to the General Curriculum)

The degree to which instruction is connected to and based upon the *Curriculum Framework* learning standards.

MCAS

The Massachusetts Comprehensive Assessment System (MCAS) is the state's student testing program intended to assess how well all students have learned the material outlined in the *Curriculum Framework* learning standards. Students are currently assessed in four subjects: English Language Arts; Mathematics; Science & Technology/Engineering; and History and Social Sciences. All students with disabilities are required to participate in MCAS, either

through standard MCAS testing (the routine paper-and-pencil tests) either with or without accommodations; or through an alternate assessment, at the discretion of the student's IEP Team.

Mode (of response)

The format through which a student with a disability responds to test items or demonstrates knowledge during instructional activities. For example, the use of Braille, large print, ASL interpretation, assistive technology, augmentative communication devices, or dictating to a scribe are various modes of response.

Modification

1. *Instructional:* Specially designed instruction that affects content, delivery of instruction, methodology and/or performance criteria and that is necessary to assist a student in participating and learning.

2. *Assessment:* Any change made to a standardized assessment that substantially alters either the test itself, or that which is being tested.

Modified Learning Standard – See ***Entry Points***

Monitor (one's performance)

To review, self-evaluate, and revise one's own performance based on an awareness of how the performance of the task or activity occurred in the past.

Performance

The degree to which a student applies knowledge of skills, concepts, and information in order to demonstrate his or her level of achievement.

Performance Assessment

Documentation of how well or how frequently a student is able to apply a set of skills and concepts. This is accomplished by observing and evaluating the way in which the student conducts him- or herself during certain specified tasks or activities related to the skills and/or concepts in which the student was instructed.

Portfolio

A purposeful collection of items, or ***evidence,*** that provide the basis for understanding a student's interests, aptitudes, or accomplishments. A portfolio may contain examples of a student's best or most important work, as well as drafts and works-in-progress, photographs, and other documentation of the student's participation in instructional activities. ***Portfolio products*** characteristically depict both the highest levels of achievement attained by the student, as well as evidence of growth and improvement the student has made over time. ***Assessment*** of the portfolio entails scoring the portfolio using a ***scoring guide*** or ***rubric***, but can also be used as the basis for setting educational goals and to provide information on the student to parents, other teachers, and the public.

Portfolio Entry – See ***Entry***

Portfolio Product

Individual items contained within a portfolio. Products that together provide documentation of a student's performance and achievement in a particular ***strand*** are submitted as a single ***portfolio entry.***

Primary Evidence

Documentation of a student's knowledge of skills, concepts, and information contained within the alternate assessment portfolio. Primary (or direct) evidence may consist either of samples of student work, video clips of the student performing a specified task or activity, or instructional data in the form of graphs, charts, or other written record of the student's performance of the task or activity on several occasions over a period of time.

Prompt

Systematic assistance provided to a student in order to elicit the most independent level of his or her response.

Reflection

Examining and considering one's own work and articulating feelings and perceptions about the work and about one's own effort to create it. The intent of reflection is to gain an understanding of one's own abilities, interests, and aptitudes in order to guide the creation of additional work in the future.

Rubric – See ***Scoring Guide***

Scoring Guide

A set of guidelines, criteria, or categories by which an alternate assessment portfolio, and the work contained within it, can be evaluated and scored. Scoring guides typically contain descriptions of a range of student performance that allow a reviewer to make objective judgments about the work. Scoring guides may also be used prior to scoring to assist educators in generating and preparing work of higher quality, since the criteria are known beforehand.

Secondary Evidence

Documentation of a student's knowledge of skills, concepts, and information contained within the alternate assessment portfolio. Secondary (or supporting) evidence may consist either of photographs, audiotaped clips, letters of support, notes, or descriptive narratives that do not, by themselves, provide confirmation of the student's abilities, knowledge, or performance, but rather give indirect evidence of that achievement, and ***triangulate*** with other evidence provided.

Self-Evaluation

The degree to which a student demonstrates an awareness of his or her own educational performance, as evidenced by making choices and decisions during instructional activities; ***monitoring*** his or her performance; and reviewing, reflecting upon, and revising the performance based on an awareness of how performance of the task or activity occurred in the past.

Setting

The environment in which a student receives instruction and in which he or she demonstrates knowledge of a specific skill or concept for the purpose of assessment. This may include different classrooms within a school, an after-school program, at home, or in the community.

Standards-Based Instruction

Teaching and learning that has as its focus the attainment of standards or specific outcomes for students and that is based on an awareness of what students should specifically know and be able to do as a result of an instructional activity.

Strand

A cluster of ***learning standards*** in a given content area organized around a central idea, concept, or theme. For example, "History," "Geography," "Economics," and "Civics & Government" are strands within the *History and Social Sciences Curriculum Framework*.

Supports

Assistance provided to a student either verbally, visually, or through physical intervention or assistive technology designed to maximize the student's participation in educational activities (see ***Cues, Prompt***).

Triangulation (Triangulated Evidence)

Individual ***portfolio products*** gathered in different contexts using a range of alternate assessment strategies that each reinforce and support other evidence being submitted (see ***Secondary Evidence***).

Typical Peers

Nondisabled students who are of the same chronological age or at the same grade level as a student with a disability.

Work Sample

An example of a student's tangible output during an instructional activity that typifies his or her performance on a given task or activity.

APPENDIX B

Frequently Asked Questions About the MCAS Alternate Assessment

Beginning with the 2000-2001 school year, Massachusetts will conduct the new statewide MCAS Alternate Assessment for students with significant disabilities who are unable to take standard MCAS tests, even with accommodations. The following information provides a brief summary of this program.

What Is Alternate Assessment?

Alternate assessment is a process through which the teacher of a child with a significant disability works with the student to collect information on the student performance, and assembles it in a portfolio that shows the achievements of the student. A student portfolio may contain such items as samples of work produced by the student; observation of a student performing a specific task or activity, either recorded on videotape, or on a chart, graph, or data sheet; photographs; and other materials.

What Standards Will the MCAS Alternate Assessment Measure?

The MCAS Alternate Assessment assesses "learning standards" that are described in the Massachusetts *Curriculum Frameworks* in four subjects: English Language Arts, Mathematics, Science & Technology, and History and Social Science. These standards may be customized for each student, but must serve as the basis for the alternate assessment.

The student's IEP Team will identify goals for the student in each subject and any modifications to instruction that must occur for the student to learn this material. This information is recorded in the student's IEP.

What Is the Timeline for the MCAS Alternate Assessment?

Educators will collect samples of the student's academic work beginning early in the school year, and continue until April. Pieces will be selected for the portfolio in April, then placed in a 3-ring binder and submitted to the Department in May. Scoring by the Massachusetts Department of Education will occur during the summer, with results reported the following fall.

Who Is Eligible to Take the MCAS Alternate Assessment?

A student with a disability who is unable to take standard MCAS tests, either routinely or with test accommodations, can be considered for the MCAS Alternate Assessment if he or she meets the following conditions:

- Requires substantial modification to the instructional level in a subject, and
- requires intensive, individualized instruction in order to acquire and generalize knowledge, and
- is unable to demonstrate achievement of the learning standards on a standard paper-and-pencil test, even with accommodations.

A student with a disability may also be considered for alternate assessment if

- the nature and severity of the disability presents the student with unique and significant challenges in demonstrating knowledge and skills on the standard paper-and-pencil MCAS test, or
- the MCAS test format does not allow the student to demonstrate his or her knowledge and skills, and these challenges cannot be overcome by using allowable accommodations.

Each year, the IEP Team must determine whether or not a student can take the standard paper-and-pencil MCAS tests, with or without accommodations; or whether the student requires an alternate assessment in the subject(s) scheduled for MCAS testing. Teams must make decisions for the student in each subject to be assessed. For example, a student may need an alternate assessment in Mathematics, but may be able to take a standard MCAS test in Science & Technology using test accommodations. Most students who require alternate assessments, however, will take these in all subjects being assessed.

Can the IEP Team Design Its Own Alternate Assessment for a Student?
No. Beginning in the 2000-2001 school year, all students designated by their IEP Teams for alternate assessment must participate in the state's MCAS Alternate Assessment using the prescribed assessment format. This will ensure that all students who receive alternate assessments are being assessed in the same areas of learning and that scoring is consistent across the state. The MCAS Alternate Assessment is flexible enough for IEP Teams and teachers to identify and choose the best approaches for demonstrating a child's accomplishments.

Will the MCAS Alternate Assessment Measure "Functional" Skills, Like Making Decisions, Requesting Assistance, and Behaving Appropriately?
Although students with significant disabilities must master skills such as those mentioned above (as well as others), the federal special education law *(IDEA-97)* now requires all students with disabilities to participate in the "general curriculum;" in other words, they must receive instruction based on the material covered by the state's *Curriculum Frameworks*.

The new Massachusetts IEP directs Teams to prioritize and identify academic goals for students with disabilities and reinforces the idea that a "functional" curriculum must be linked to, or integrated with, academic instruction. When these skills are addressed as part of instruction based on the *Frameworks*, a student's level of achievement can be considered for the MCAS Alternate Assessment. When these skills are taught in isolation from the general curriculum, they will not be considered for the MCAS Alternate Assessment, although they will continue to be assessed locally.

How Will the MCAS Alternate Assessment Be Scored?
The Department of Education plans to recruit educators to score student alternate assessment portfolios based on several important criteria:

- the completeness of the materials provided in the portfolio
- the level of difficulty of the activities undertaken by the student
- the level of proficiency in demonstrating knowledge and skills
- the level of independence in performing the task or activity
- the degree to which the student makes choices and decisions during instruction
- the diversity of settings in which the student is able to apply knowledge and skills

Results will help the Department learn whether students are being given a curriculum that is based on the *Curriculum Frameworks*. The Department will also compare results across schools and districts.

At Which Grade Levels (or Ages) Must Students Participate in MCAS Alternate Assessment?
A student requiring an alternate assessment must participate at the grade levels (or, in the case of an ungraded classroom, at the chronological age of a typical student in that grade) in the subjects listed below. In addition, members of IEP Teams should be aware that a student may require an alternate assessment in subjects and be able to take the standard MCAS test with accommodations in others. These decisions should be made for a student in each of the four subjects assessed by MCAS.

In 2001, students who have been determined to require alternate assessments must participate in the MCAS Alternate Assessment in the following subjects and at the following grade levels:

Grade Level (or chronological age-equivalent)	Subject Required for MCAS Alternate Assessment
Grade 3	English Language Arts (Reading only)
Grade 4	English Language Arts Mathematics
Grade 5	Science & Technology History and Social Science
Grade 6	Mathematics
Grade 7	(No MCAS Alternate Assessment is required in 2000-2001)
Grade 8	English Language Arts Mathematics Science & Technology History and Social Science
Grade 9	(No MCAS Alternate Assessment is required)
Grade 10	English Language Arts Mathematics History and Social Science (Science & Technology – Question Tryouts only; no alternate assessment is required in 2000-2001)

Under What Conditions Would a Student Be Able to Meet the "Graduation Requirement" Through an Alternate Assessment?

The state Board of Education intends to discuss use of the MCAS Alternate Assessment to earn a competency determination at its meetings in fall 2000. Further details regarding a policy in this regard will be issued by the Department during the 2000-2001 school year.

APPENDIX C

Sample Portfolio Entries

Samples of actual student work are reprinted on the following pages and selected from a cross-section of student portfolios submitted for the *MCAS Alternate Assessment Field Test* in spring 2000. Student work has been organized into portfolio entries in three subject area strands for the purpose of understanding how entries were compiled by teachers during the field test and reviewing how these were scored.

During the *MCAS Alternate Assessment Field Test*, approximately 200 teachers collected evidence of the academic achievement of students required to take alternate assessments. Evidence was compiled in a portfolio and submitted to the Department for informal review and scoring. Evidence was based on a student's knowledge of key skills and concepts outlined in the state's learning standards in each of four subjects: English Language Arts; Mathematics; Science & Technology; and History and Social Science. Learning standards in most, but not all, cases had been modified to reflect lower levels of complexity and difficulty. A range of media, formats, and assessment strategies were used by field-test teachers to generate evidence of student achievement.

Teachers in the field test attended a "scoring institute" in summer 2000 where they received training in the use of a scoring guide to evaluate portfolio entries. Each entry was then scored, a total score was compiled for all entries, and portfolios and score sheets were returned to teachers who submitted them. No actual scores of field-tested portfolios were reported publicly. Instead, portfolio scores and the narrative feedback from portfolio reviewers were used to refine the scoring process and the rubric that was used for scoring.

Descriptions that provide the following information precede each entry:

- the subject and strand/learning standards addressed by each entry;
- the items comprising the portfolio entry;
- the rationale for how each piece was scored; and
- recommendations to increase the likelihood of a higher score on similar work submitted in the future.

Entry #1 (Student: MH - Grade 4)

Subject: English Language Arts
Strand: Literature

Learning Standard: 8

Students in grade 4 are expected to *"use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing."* (*English Language Arts Curriculum Framework*)

Entry Description: This entry contains three pieces of evidence: two student work samples (English Language Arts #1b and 1e) and instructional data (English Language Arts #1a, 1c, and 1d).

Score: Using the scoring guide (rubric), portfolio reviewers scored this entry as follows:

Level of Complexity = 3 Portfolio products address 'entry points' (modified learning standards) in this subject as described in the *Resource Guide to the Curriculum Frameworks:* "student will read sight words."
Demonstration of Skills and Concepts = 4 Knowledge of skills and concepts was documented through the use of teacher data sheets (English Language Arts #1a, 1c, and 1d) and in student work samples (English Language Arts #1b and 1e).
Independence = 4 The teacher narrative documented the expectation of the level of independence in the student's performance (English Language Arts #1a, 1b, and 1e). Student exceeded expectations, performing independently 100% of the time.
Self-evaluation = 1 Evidence of self-evaluation, decision making, reflection and monitoring of performance by student was not provided, although student did choose one piece for portfolio (#1b). *Recommendation:* Evidence of self-evaluation could have included use of a reflection sheet noting the reason for choosing the portfolio product, what was good about it, what could be improved, etc.
Generalized Performance = 2 Evidence indicated that skills were addressed in two settings (i.e., special education setting and home) (English Language Arts #1b, 1c, and 1e); and included evidence of the use of age-appropriate materials (i.e., sight words) (English Language Arts #1a and 1c). *Recommendation:* Peer notes, general education teacher notes, and parent letters could have provided documentation of similar activities conducted in other settings.

MCAS Alternate Assessment Field Test
ENTRY COVER SHEET

Please complete and attach an *Entry Cover Sheet* to each Portfolio Entry.
(Use additional paper if necessary.)

1.) Student's Name: Michael [redacted]

State-Assigned Student Identification Number: 1086357105

2.) Subject Area of Alternate Assessment: English Language Arts

3.) Learning Standard(s) and Strand being addressed by this entry:
Learning Standard 8 Literature Strand

4.) How is the student addressing learning standard(s)in this subject area?
(Check if yes)

- As outlined in the Curriculum Frameworks for a student at or near grade-level ____
- As outlined in the Curriculum Frameworks for a student at or near grade-level, but with extensive modifications ____
- Using an alternate "entry point." (see Cover Entry Description for details) ✓
- Using "access skills" embedded in a learning activity ____

5.) What should the student be able to demonstrate as a result of the assessment activities in this learning standard or strand? What outcome or evidence do you expect from the student? Complete this sentence: "The student will be able to..."
The student will be able to read sightwords

6.) List the type and format(s) of the entry being submitted, as well as the title of each sample of student work.
Data collection on words read. Sample of student work. "Functional Words"

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Community Words

Student will recognize, read, and define 20 community sightwords, 80% correct, for 4 of 5 school days.

Teaching procedure: Follow word recognition lessons for recognizing and reading. Ask meaning of word during and after completeing worksheet, not during word recognition lessons. Include several trial scores of word meaning.

Bsl

1. [redacted]
2. [redacted]
3. [redacted]
4. [redacted]
5. [redacted]
6. [redacted]
7. [redacted]
8. [redacted]
9. [redacted]
10. out
11. men
12. go
13. elevator
14. women
15. hot
16. closed
17. on
18. cold
19. up
20. telephone

Generalization

[redacted] = mastered words

mike comm words

STAFF	m	m	A	m	
DATE	5/8	5/9	5/10	5/11	
STEP	9	9	9	9	10
% correct	100%	100%	100%	100%	
TRIAL 1	+	+	+	+	
TRIAL 2					
TRIAL 3					
TRIAL 4					
TRIAL 5					
TRIAL 6					
TRIAL 7					
TRIAL 8					
TRIAL 9	+	+	+	+	
TRIAL 10	+	+	+	+	

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5/17/00

1008

10C

Edmark Functional Word Series

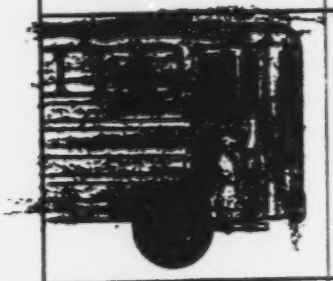
Signs Around You - 1

Student chose this piece of work for his portfolio. Completed in special ed setting.

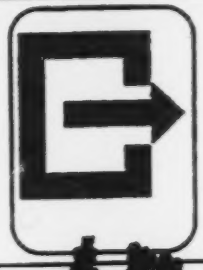
_____ has completed Lesson 10 in the *Edmark Functional Word Series: Signs Around You*. Find the word for the sign or picture and write it on the line.

IN

DANGER



BUS



OUT

GIRLS

GIRLS

IN

DANGER

BUS

OUT

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[redacted] = mastered words (90 words mastered).

Special Ed setting

SIGHT WORDS

Given the cue "What does that say?" or "Show me _____." Michael will read/identify 100words 80%correct for 4 of 5 days or 100% for 2 days.

Bsl
1. [redacted]
2. [redacted]
3. [redacted]
4. [redacted]
5. [redacted]
6. [redacted]
7. [redacted]
8. [redacted]
9. [redacted]
10. [redacted]
11. [redacted]
12. [redacted]
13. [redacted]
14. [redacted]
15. [redacted]
16. [redacted]
17. [redacted]
18. [redacted]
19. [redacted]
20. [redacted]
21. [redacted]
22. [redacted]
23. [redacted]
24. [redacted]
25. [redacted]
26. [redacted]
27. [redacted]
28. [redacted]
29. [redacted]
30. [redacted]
31. [redacted]
32. [redacted]
33. [redacted]
34. [redacted]
35. [redacted]
36. [redacted]
37. [redacted]
38. [redacted]
39. [redacted]
40. [redacted]
41. [redacted]
42. [redacted]
43. [redacted]
44. [redacted]
45. [redacted]
46. [redacted]
47. [redacted]
48. [redacted]
49. [redacted]
50. [redacted]
51. [redacted]
52. [redacted]
53. [redacted]
54. [redacted]
55. [redacted]
56. [redacted]
57. [redacted]
58. [redacted]
59. [redacted]
60. [redacted]
61. [redacted]
62. [redacted]
63. [redacted]
64. [redacted]
65. [redacted]
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82. [redacted]
83. [redacted]
84. [redacted]
85. [redacted]
86. [redacted]
87. [redacted]
88. [redacted]
89. [redacted]
90. [redacted]
91. April
92. May
93. June
94. July
95. August
96. September
97. October
98. November
99. December
100. one

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Dates 2/29/00 – 5/15/00

Mike Sight words

STAFF	S	+	m	M	A	[redacted]					4/10	4/.
DATE	2/22	[illegible]	3/13	[illegible]	3/[illegible]	3/22	3/28	3/31	4/4	4/5		
STEP	86	8[illegible]	86	87	[illegible]	87	87	55	88	88	88	87
% correct	[redacted]											
TRIAL 1	+	+	+	+	+	+	+	—	+	—	+	+
TRIAL 2	—	+	+	+	+	+	+	—	+	—	+	—
TRIAL 3	+	+	+	+	+	+	+	+	—	—	—	+
TRIAL 4	+	+	+	+	+	+	+	+	+	+	+	—
TRIAL 5	+	+	+	+	+	+	+	+	+	+	+	+
TRIAL 6	+	+	+	+	+	+	+	+	+	+	+	+
TRIAL 7	+	+	+	+	+	+	+	+	+	+	+	+
TRIAL 8	+	—	+	+	+	+	+	+	+	+	+	+
TRIAL 9	+	+	+	+	+	+	+	+	+	+	+	+
TRIAL 10	+	+	+	+	+	+	+	+	+	+	+	+

Mike Sight Words

STAFF	m	S		A	A	A	A	A	A	A
DATE	4/12	4/13	4/24	5/1	5/2	5/3	5/8	5/9	5/10	5/15
STEP	89	89	89	87	89	90	90	90	90	9[illegible]
% correct	[redacted]									
TRIAL 1	+	+	+	+	+	+	—	—	+	+
TRIAL 2	+	—	—	+	—	—	—	+	+	—
TRIAL 3	—	+	+	+	—	+	+	+	—	+
TRIAL 4	—	—	+	+	+	+	+	+	—	—
TRIAL 5	+	+	+	+	—	+	+	+	+	+
TRIAL 6	—	+	—	+	—	+	+	+	—	+
TRIAL 7	+	+	+	+	+	—	—	+	+	+
TRIAL 8	+	+	+	+	+	+	+	+	+	+
TRIAL 9	+	+	—	+	+	—	+	+	—	+
TRIAL 10	+	+	+	—	+	—	+	+	—	+

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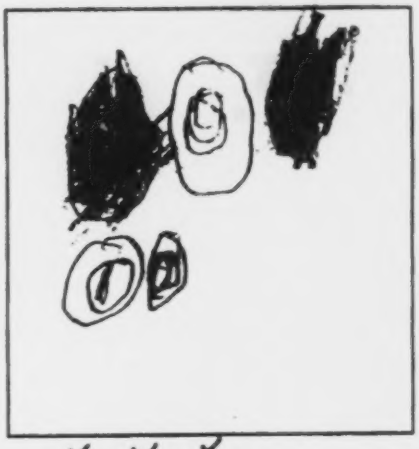
Name: Mike

Date: 5/8/2000

Read and draw a picture to go with each sentence.

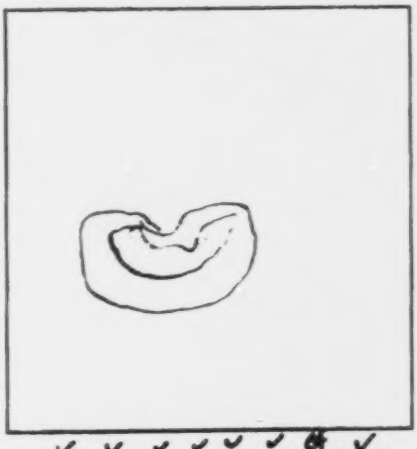
Reading - 90% correct.

Heather sees the computer.



Candy wants lunch.

Mom, come and see my puzzle.



Mike can have a hot dog for lunch.

Left half done in school. Right half done at home.

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Entry #2 (Student: MG - Grade 4)

Subject: Mathematics

Strand: Patterns, Relations, and Functions (Patterns) **Learning Standard:** 2.1

Learning Standard as it is written:

Students in grade 4 are expected to "*engage in problem solving, communicating, reasoning, and connecting to:*

- *Identify, describe, extend, and create a wide variety of patterns.*
- *Represent and describe mathematical relationships.*
- *Explore the use of variables and open sentences to express relationships.*
- *Use patterns and relationships to analyze mathematical situations."*

(Mathematics Curriculum Framework, 1996 approved version)

Entry Description: This entry includes a teacher narrative describing the activity (Mathematics #2a) and three work samples produced by the student: a number chart (Mathematics #2b) and two graphs (Mathematics #2c and 2d).

Score: Using the scoring guide (rubric), portfolio reviewers scored this entry as follows:

Level of Complexity = 3 Portfolio products address "entry points" (i.e., modified learning standards) as described in the *Resource Guide to the Curriculum Frameworks for MCAS Alternate Assessment* for this learning standard: "student will observe and identify patterns."

Demonstration of Skills and Concepts = 1 Individual work samples (Mathematics #2b, 2c, and 2d) provide evidence that the student had graphed data; however, no evidence was provided to show that the student had "identified and described patterns." There was no indication how consistently she was able to graph numbers over a period of time, nor how accurately she had performed, and whether she was able to improve her performance in subsequent attempts. Therefore, data was incomplete.

Recommendation: Instructional data indicating a student's performance over a period of time and supporting evidence, such as notes based on observations of the student, or earlier drafts of the work, would have provided evidence of accuracy and consistency.

Independence = 1 Evidence was not provided to indicate the use of prompts or other assistance required by the student to complete the task.

Recommendation: Supporting documentation to provide this information could have included a note from a peer or adult who provided the assistance or a description of the kinds and frequency of supports, prompts, and cues used to elicit the desired performance from the student.

Self-evaluation = 1 Evidence was not provided to indicate decision making, monitoring, or evaluating by the student; nor did the student reflect on her performance afterward.

Recommendation: After the activity, reflection by the student (recorded on a reflection sheet and included in the portfolio) would have allowed the student to consider the performance, what she felt she did well, what choices she made, and how the task might have been done in a different way next time to improve it. A sheet recording the student's reason(s) for choosing certain materials, or deciding on a certain course of action, could also have been included in the portfolio.

Generalized Performance = 1 Evidence was not provided to indicate performance of the skill in more than one setting (i.e., in different situations, environments, or with different people).

Recommendation: Additional work samples completed in different settings, or notes provided by others, could have provided evidence of conducting the activity in other settings.

MCAS Alternate Assessment Field Test
ENTRY COVER SHEET

Please complete and attach an *Entry Cover Sheet* to each Portfolio Entry. (Use additional paper if necessary.)

1.) Student's Name: Meghan [redacted]

State-Assigned Student Identification Number: 1007985 803

2.) Subject Area of Alternate Assessment: Mathematics

3.) Learning Standard(s) and Strand being addressed by this entry:
Pre K - 4 Patterns, Relations, & Functions whole # operations

4.) How is the student addressing learning standard(s)in this subject area?
(Check if yes)

- As outlined in the Curriculum Frameworks for a student at or near grade-level ____
- As outlined in the Curriculum Frameworks for a student at or near grade-level, but with extensive modifications ____
- Using an alternate "entry point." (see Cover Entry Description for details) ✓
- Using "access skills" embedded in a learning activity ____

5.) What should the student be able to demonstrate as a result of the assessment activities in this learning standard or strand? What outcome or evidence do you expect from the student? Complete this sentence: "The student will be able to..."
The student will represent and describe mathematical relationships

6.) List the type and format(s) of the entry being submitted, as well as the title of each sample of student work.
worksheets
↓
who Got what? Let's Graph The Olympics (2)

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Math

For these three worksheets, Megan was asked to obtain the information about her classmates participation in the Special Olympics (which occurred earlier in the week.) Meghan was given a calculator so that she could find the totals of each medal. She was then led through a series of "learning lessons," where examples of other graphing situations were demonstrated on the chalkboard. Meghan was asked to create two different types of graphs, using the information she collected. The purpose of this activity was to assess Meghan's ability to use patterns and relationships to analyze mathematical situations.

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Name Meghan Date 5/11/06

Who Got What??

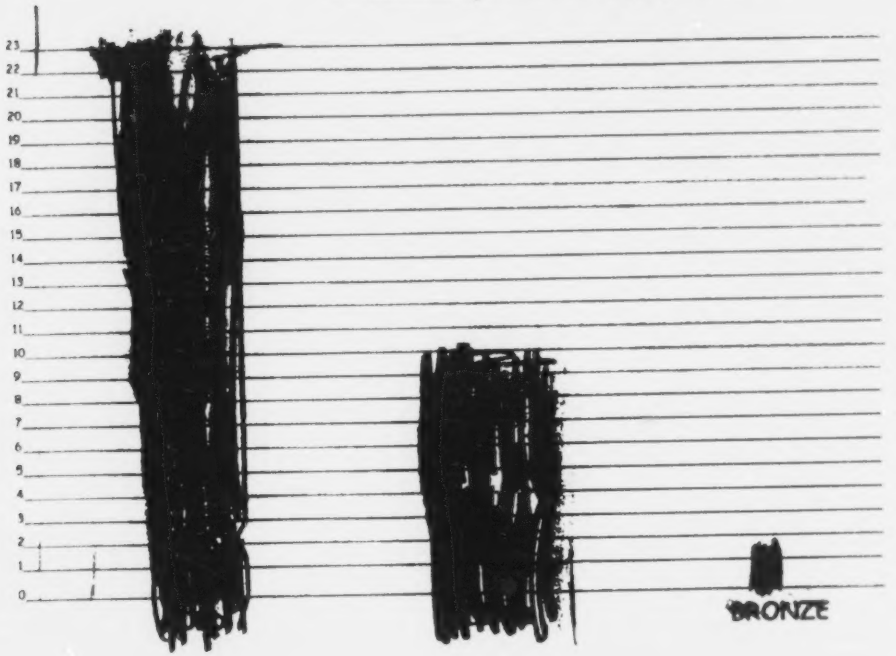
	GOLD	SILVER	BRONZE
Corey	1	1	0
Kayla	2	1	0
Matt	3	0	0
Keith	2	1	0
Jackie	2	1	0
Jessie	3	0	0
Dan	2	1	0
Jim	0	1	1
Calvin	2	1	0
Meghan	3	0	0
Megan	2	0	0
Sara	1	2	0
	23	9	33 1

Name Meghan Date 5/11/06

Let's Graph the Olympics!!!

Name Meghan Date 5/11/00

Let's Graph the Olympics!!!



Entry #3 (Student: HA - Grade 8)

Subject: History and Social Science
Strand: Civics and Government **Learning Standard:** 17, 18, & 19

Students in grade 8 are expected to:

- Learning Standard 17: The Founding Documents – "*identify authors and other key figures in drafting and signing the Declaration of Independence, and in drafting and ratifying the United States Constitution.*"
- Learning Standard 18: Principles and Practices of American Government – "*describe how the ideals expressed in key documents relate to the structures, functions, and powers of national, state, and local government...describe the establishment of the judicial system in the United States and Massachusetts Constitutions...compare the election process at the national, state, and local levels of government...describe and evaluate data and materials related to voter turnout, media coverage and editorializing, campaign advertising, campaign financing ...compare the policy-making process at the national, state, and local levels...understand tensions over the Constitution and the Bill of Rights in history.*"
- Learning Standard 19: Citizenship – "*learn the ways in which individuals participate in the political process and in civic life...understand the relationship between rights and responsibilities in a democratic society...trace the development of the idea of citizenship, with a focus on ancient Greece and Rome, and the American Revolutionary period, and the history of opposition to universal suffrage...identify the contributions of leaders and people who made a positive difference in the community, state, nation, or world.*"

(*History and Social Science Curriculum Framework*).

Entry Description: This entry contains four pieces of evidence: teacher narrative (History and Social Science #3a), newspaper article featuring the student (History and Social Science #3b), videotaped evidence (History and Social Science #3c and 3d).

Score: Using the scoring guide (rubric), portfolio reviewers scored this entry as follows:

Level of complexity = 4 The portfolio products address academic content based on the learning standards as they are written and reflect a range of learning standards in the subject. The expectation for this entry was described as "understand role of U.S. president and presidential election including: vocabulary, candidates, election results and presidential issues."
Demonstration of Skills and Concepts = 1 Evidence of student performance was incomplete. The newspaper article (History and Social Science #3b) and videotape (History and Social Science #3c and 3d) are primary evidence of student achievement. However, data of student performance on several occasions over a period of time was not provided.
Recommendations: Performance over time could have been documented through additional work samples, such as the list of names the student checked off for voting, the videotaped response to the newspaper interviewer, bar graph of election results, and other artifacts from the project. If this entry had included products developed by the student, it would have been illustrative to compare similar products completed by a nondisabled eighth-grade peer.
Independence = 1 Evidence was not provided to indicate the level of independence and/or the use of prompts required for the student to complete the task.
Recommendation: General education teacher or peer notes could have described how the student participated and any prompts that were required to elicit a response from the student.
Self-evaluation = 1 Evidence of the student's decision making or self-evaluation was not provided.

Recommendation: The student could have evaluated the experience of running a school election and indicated to an adult what she learned, what was good, what could be improved, etc. This could have been documented in an evaluation or reflection sheet.

Generalized performance = 2 The evidence indicated performance of these skills in two settings (i.e., special education and general education classrooms) (History and Social Science #3a and 3b).

Recommendations: Supporting evidence could include a letter from a peer, general education teacher, or parent describing similar activities conducted in additional settings, with or without the use of supports. Additional instructional data of the student's performance of these activities, or application of concepts, over a period of time would provide sufficient additional evidence that the student had mastered material in these learning standards.

MCAS Alternate Assessment Field Test
ENTRY COVER SHEET

Please complete and attach an *Entry Cover Sheet* to each Portfolio Entry.
(Use additional paper if necessary.)

1.) Student's Name: Heather [redacted]

State-Assigned Student Identification Number: 1

2.) Subject Area of Alternate Assessment: History / Social Sciences

3.) Learning Standard(s) and Strand being addressed by this entry:

Civics & Government Strand / LS 17, 18, 19

4.) How is the student addressing learning standard(s) in this subject area?
(Check if yes)

- As outlined in the Curriculum Frameworks for a student at or near grade-level ____
- As outlined in the Curriculum Frameworks for a student at or near grade-level, but with extensive modifications ____
- Using an alternate "entry point." (see Cover Entry Description for details) ____
- Using "access skills" embedded in a learning activity ____

5.) What should the student be able to demonstrate as a result of the assessment activities in this learning standard or strand? What outcome or evidence do you expect from the student? Complete this sentence: "The student will be able to..."

Heather will understand the role of president in the US and presidential election (including vocabulary, candidates, results of election and presidential issues).

6.) List the type and format(s) of the entry being submitted, as well as the title of each sample of student work.

① Newspaper Interview
② Primary Election Results Graph - Video
③ Understanding the Issues - Video

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7.) Write a brief description for each document being submitted:

☐ Document 1

Heather has been participating in an Election Unit within her [redacted] classroom, learning about the office of President, important people, places, events, issues, election dates and procedures. Heather assisted in organizing and participating in a school-wide Primary Election, where her [redacted] classroom became the election polls. During the day, a local newspaper reporter arrived and interviewed students, including Heather, on the spot. Within this documented clipping of the interview, Heather was able to demonstrate her understanding of the election process by showing the reporter the job she was doing – greeting and checking off registered student voter's names. Heather also told her what she had learned – about the Democrats and Republicans.

☐ Document 2

As stated above, Heather has become quite knowledgeable about our country's election process. In this video, Heather demonstrates her understanding of the Primary Election and supporting results by reporting on a Primary Election WMS Votes bar graph, which she helped create.

☐ Document 3

Within her classroom Election Unit thus far, Heather has participated in lessons and discussions central to 3 major presidential issues – trade, gun control and taxes. In this video documentation, Heather demonstrates her understanding of these three issues, as well as an understanding of what the issues as part of the whole presidential campaign.

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WMS election was vote for democracy, inclusion

By Christine Junge
TOWNSMAN STAFF

On Monday afternoon, one day before the official presidential primary, Wellesley Middle School student Heather Annis was sitting in a first-floor classroom, checking off voters' names.

"I like this job," commented the busy 13-year-old. "I learned about the Democrats and the Republicans."

For many Americans, going to the polls to vote in the presidential primary this week was just more thing to cram into their schedules. Many skipped it entirely.

But at the middle school, nearly everyone voted and participated.

The election was run by two special-education classes comprised of 15 students ranging in age from 12 to 16.

Pamela Green, who teaches the classes with Megan Haley and four teaching assistants, said her students have been learning about the issues and candidates all month. On Monday, they were able to apply their knowledge and share it with the rest of the student body.

Green started by distributing a fact sheet that compared the front-runners. Last Friday, her students set up their classroom to resemble a voting station. Sheets were hung over a clothesline to serve as voting booths, registration cards were organized according to students' homerooms, and ballots were created for students to take into the booths — pink for the Democrats, blue for the Republicans. The one big difference between this polling place and the one the adults would enter the next day was that voters got a treat of cookies and juice for participating.

For some students, the reward was in the work, not the snacks. Danielle Klapman, 14, said she liked checking off the students' names because she got to talk to a lot of people, and Peter Devine, 14, said he was happy "to help people learn about voting."

ELECTION, *page 4*

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VIDEO DOCUMENTATION

Video Description

Heather reads a graph providing information about the primary election results

STARRING... Heather Annis

Date May 25, 2000

VIDEO DOCUMENTATION

Video Description

Heather identifies 3 different presidential issues.

STARRING... Heather Annis

Date May 25, 2000